DOCUMENT RESUME

ED 146 421 08 CE 013 533

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TITLE Student Attrition in the Wisconsin VTAE System--Phase II. Final Report.
INSTITUTION North Central Technical Inst., Wausau, Wis.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
BUREAU NO 15-097-151-227
PUB DATE Jun 77
NOTE 242p.; For a related document see ED 136 012

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS *Adult Dropouts; *Adult Vocational Education; Data Collection; Dropout Attitudes; *Dropout Characteristics; *Dropout Identification; Dropout Prevention; *Dropout Rate; Educational Research; Post Secondary Education; Program Improvement; Questionnaires; Secondary Education; State Programs; Student Needs; Technical Education; Test Construction; Test Validity
IDENTIFIERS Wisconsin

ABSTRACT

Objectives of phase II of a study were (1) to run a pilot program to predict potential dropouts and assist them to overcome obstacles which might cause them to leave school and (2) to establish a system to immediately obtain needed information from dropouts. An instrument to identify potential dropouts was selected and students were divided into potential nonpersisters and potential persisters. Half of the nonpersisters were aided in solving their problems; the persisters were simply monitored. All groups were compared at the end of the first semester to determine if the students had been correctly identified, and if assisting potential dropouts helps retain them. A uniform questionnaire for all consortium schools to use on withdrawing students was designed and utilized. Conclusions were that many variables are present in early identification of potential dropouts and identification is not usually accurate in the present functioning environment. The questionnaire responses indicated dropouts often came to school because they were out of work rather than because they wished to obtain a degree or diploma. Sixteen recommendations included stressing importance of attrition to faculty and staff, assisting students in handling their finances, and implementing trial orientation methods. An eighty-page appendix contains the questionnaires used in the project and student comments from the consortium schools involved. (BL)

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ED146421

FINAL REPORT

Project No. 15.097.131.227

STUDENT ATTRITION IN THE WISCONSIN VTAE SYSTEM - PHASE II

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RESEARCH CONSORTIUM: North Central Technical Institute
Moraine Park Technical Institute
Northeast Wisconsin Technical Institute
Southwest Wisconsin Technical Institute

June, 1977

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of federal funds from the U.S. Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official consortium member, State Board, or U. S. Office of Education position or policy.

CE 013 533

ACKNOWLEDGEMENTS

Appreciation is expressed to those who have contributed to this study.

To. Dr. Russell Paulsen, Administrator, Research and Development, North Central Technical Institute for his continued guidance and encouragement.

To the Research Administrators and staff at the other three consortium schools, namely, Art Weiner and Art Marson of Moraine Park Technical Institute; Don Bressler and Bob Budz of Northeast Wisconsin Technical Institute; and Bob Borremans and Naomi Bettancourt of Southwest Technical Institute. Appreciation also goes to the research assistants and specialists who, though unnamed, assisted at all the consortium schools in investigating the subject of this report.

To Roland Krogstad, Staff member of the Wisconsin State Board of Vocational, Technical and Adult Education, for his guidance and advice.

Finally, gratitude is expressed to the students, instructors, staff and administrators who so willingly gave of their time to participate and share in the efforts necessary for this study to be accomplished.

Michael G. Michlein

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SUMMARY

This report incorporates activities of the second year (Phase II) of a Student Attrition Study begun in 1975. The reporting of the first year's activities was presented in June, 1976 entitled "STUDENT ATTRITION IN THE WISCONSIN VTAE SYSTEM - PHASE I".

Student attrition refers to students who enter a specific course or program of study and leave before completing it, thereby not receiving a degree, diploma, or certificate of completion. Such students are referred to as dropouts, early leavers, quitters, non-completers, or non-persisters.

This study (Phase II) sought to further expand and evaluate the findings of the first year (Phase I) of the study. Generally there were two objectives: 1. To run a pilot program in each consortium school attempting to reduce attrition in that school by using the first year's research data. That involved predicting potential dropouts and assisting them to overcome obstacles which might cause them to leave school before completion. 2. Establish a system, based on Phase I data, to obtain needed information in a regular basis from student services to identify dropouts as seen as they occurred and elicit the answers to pertinent questions from them with a questionnaire.

The method used to research these objectives were: 1) Select and use an instrument to identify potential dropouts as they entered school. 2) Divide students in two groups, potential non-persisters and potential persisters. Work with half the potential non-persisters to solve their problems and allow the other half to proceed as usual. Do nothing but monitor the persisters. 3) At the end of the first semester compare all the groups and see a.) if they were correctly identified; b.) if assisting potential dropouts helps retain them. 4) Design uniform question sheet for all consortium schools to use on withdrawing students. 5) Establish communications and persons necessary to follow-up students as soon as they leave. 6) Analyze data.

Each school was allowed to modify the study to fit its own needs and therefore all studies are not exactly uniform. Findings from the four consortium schools are presented study by study with general conclusions and recommendations at the end.

BACKGROUND

The literature on drop-outs in 2-year colleges is very comprehensive. However, a review of this literature leads one through a morass of statistics, inconsistencies, contradictions, and a call for still more research. The very term, "drop-out", has different connotations for each researcher. Some authors reject it in favor of other terms such as "non-persister", "withdrawal student", or "non-returning student", the terms "stop-in" and "stop-out" student are also gaining in favor. Nor do researchers agree on who falls under the category of the drop-out student: Some use the term to apply to any student who leaves school at any time before obtaining a diploma or certificate; others believe that students transferring to another school, or "jobbing-out" before graduation, or simply taking time out before continuing their education should not be classified as "drop-outs" as this term is often used synonymously with "failure". These differences of opinion result in a wide range of reported drop-out rates, anywhere from a high 75% to a low of 10% of the freshmen population. Clearly, some standardization of both terminology and methodology is needed.

The college drop-out has been under study for over fifty years, but national concern over the matter is relatively recent. Prior to 1950, high drop-out rates in either high school or college were not considered bad or unnecessary. Young people who left school early were still able to obtain jobs. Today, however, the employment picture has changed markedly; the diploma has become all important. (Monroe, 1972)

Nor is the drop-out problem new in junior colleges. Statistics from the 1930's already reveal a large discrepancy in the numbers of freshmen versus the numbers of sophomores enrolled. The difficulty in determining the causes for dropping out has also long been recognized. Although some of the causes may have changed over the years, others remain pertinent. (Reynolds, 1951) For example, the draft was cited in many studies, from the 1940's through the early 1970's, as a major reason for withdrawal by many male students. With the abolition of compulsary military service, this reason will no longer apply in many cases, whereas other causes, such as financial difficulties or lack of interest, continue to worry both students and administration.

The literature on student attrition seems to fall into three broad categories, often with some overlapping: 1) Studies in which the students are asked to give their reasons for withdrawing; 2) studies in which the drop-out is compared with the continuing student in order to determine what characteristics, if any, differentiate the two groups, and whether a profile can be drawn up of the typical drop-out; and 3) studies of programs undertaken by various schools in efforts to retain more of their students.

Reasons cited by students for withdrawing are many and often vary from school to school. Although most studies have relied on the questionnaire format, with the students checking the response that applies best to their case, the terminology used on each questionnaire may differ. The causes for withdrawal may also be interrelated; this, for example, a student who cited "to become employed", on a survey may have had financial difficulties staying in school. Another difficulty lies with the accuracy of the students' responses. As Mohs (1956) points out, most students will not admit that they are poor students, and they will often rationalize their behavior by citing other reasons for dropping-out, however meager such reasons may seem. Thus a survey of the literature will seldom find poor grades listed as a major reason for dropping-out.

Mohs (1956) study of Pasadena City college drop-outs found that the largest number claimed financial reasons for withdrawing, though family responsibilities and marriage could be interrelated factors. Poor grades, noninterest in school work, enrollment in courses not directly related with vocational plans, poor health, the draft, pregnancy, moving, completion of a course, transfer to another school, and dissatisfaction with a school's offerings are also reasons cited for withdrawal. By combining some of these factors, Mohs estimated that money problems accounted for 58.8% of the reasons for leaving, scholastic problems for 26.4% of the withdrawals, and poor health and the draft for the remainder.

In a study conducted at Wright Junior College in Chicago, Chausow and Pesnick (1956) determined the following reasons for withdrawal, with percentages of students selecting them: Employment (23.5%), armed forces (23.5%), transfer (18.5%), exclusion (18.5%), bad or unsuitable program (8.0%), marriage (5.5%), and entered a convent (2.5%). By qualifying the term drop-out, to exclude those students not withdrawing voluntarily, or those students who had transferred or had attained their goal, Chausow concluded that what had appeared to be a drop-out rate of 73% was in reality less than 10%.

Palomar College students gave the following reasons for discontinuing their studies: Transferred to other institutions (23.16%), financial reasons (16.2%), low grades (9.53%), no interest (8.17%), illness (7.35%), military service (7.35%). (McGeever, and Burton, 1965).

Lack of progress, attendance, and family problems, followed by lack of interest, were the major reasons cited by Modesto Junior College drop-outs in a study by Pearce (1966).

A study conducted at Harrisburg Area Community College found transfer to another institution to be the major reason for student withdrawal (18%), armed forces (15.4%), employment (12,2%), and completed objectives (10.2%) were also factors cited. (Snyder and Blocker, 1970).

Three reasons accounted for 56% of the nonreturning students at Cuyahogan Community College: Military service, full-time employment and transfer. Only 7% of the students cited financial difficulty. (Greive, 1970).

A follow-up study conducted by Wilka Community College from April to June 1972 found family or personal reasons to be the major reasons given for withdrawal, followed by employment, dissatisfaction, and health. (Roesler, 1971).

Santa Fe Community College undertook two attrition studies based upon a random sample of full and part-time students in 1968 and in 1971, and found financial, personal, and employment the most often cited reasons for student withdrawal. (Bromley, 1973).

Former students answering a questionnaire sent by Cerritos College selected most often four reasons for withdrawing; to become employed (18.2%), personal or health problems (16.4%), work interference (13.1%) and financial problems (8.1%). Some students indicated that the courses they had taken were not relevant to their goals, and others said they had "a general feeling of not getting anywhere." (Schaumburg, 1972).

Work interference and other financial problems were also most often cited by former students in the Coast Community College District (1973). About 17% of the drop-out students indicated they had completed their goal or program.

Lynn Willett, (1973) found differences in the reasons for withdrawing given by former full-time students and by former part-time students. The full-time students gave transfer or goal achievement as their main reasons for not returning. The part-time students listed personal reasons more often.

A Hagerstown Junior College Study also found differences between the full-time students' responses and the part-time students' responses. Most of the former full-time students cited employment and transfer as the reasons for withdrawing. Many of the part-time withdrawal students said that they were only interested in one course to begin with and that they had completed it. (Behrendt, 1974).

Premature student transfer was the largest single reason students withdrew early from Eastern Arizona College (1974). Interestingly, some 83% of the non-graduating respondents indicated that they had achieved their goals during their attendance.

A study conducted by Laney College found three reasons listed most often by withdrawing students; employment (39.2%), transfer to another school (22.7%), and other including family responsibilities (29%), moving from the area (27.3%), armed forces (7.5%) and poor quality of the college (7.5%). Lack of interest was cited by 9.1% of the students, while lack of availability of a course or program was cited by 3.6%. Only 1% of the respondents said their program was too hard or that they were failing. (Selo, 1974)

Financial difficulty was cited by 15% of the non-returning students at El Paso Community College (1975) during an attrition study conducted in February and March 1971. Eleven percent of the students transferred to another college, and another 11% stated that they couldn't find time to study while they were working.

To summarize, employment, transfer to another school, personal, and financial reasons seem to be the most common reasons listed by students for withdrawing. Several authors suggested that the transfer student should not be classified as a drop-out; nor should many of those students citing military service as a reason, as this was a factor over which they had little control. A major question remains, however: How are employment, personal, and financial reasons interrelated? It appears that more research could be done in this area.

Many studies have been made in an attempt to determine what differences, if any, there are in the personality characteristics between drop-outs and persisters. The findings would indicate that there is not one variable which can be singled out to explain why one student continues in college and others leave. Rather it is a combination of factors, and there are so many possible variables that generalizations are dangerous to make.

Lincoln Junior College performed a study during 1949-50 to determine why students withdrew. (Brynat, 1950) They found that half of their drop-outs didn't even know what they wanted to do. Half of the withdrawers were doing poorly, scholastically, and scores of their entrance examinations indicated they were not fitted for the work they were trying to do. Bryant noted, however, that poor scholarship can often be related to other factors, such as difficulties with home life. He suggested that better counseling of beginning students might have aided the drop-outs, both in selecting their goals, and in entering the best program for their needs and abilities.

Ealls (1956) noted that in the 1954-55 school year, less than one quarter of the students entering American Junior Colleges graduated from them. He observed that both private junior colleges and four-year colleges and universities made a better showing in retaining their students. While admitting that much research still needed to be done in the area of student mortality, he noted the findings of a study done by Jane E Matson. "Characteristics of Students Who Withdrew from a Public Junior College", she found no major differences between drop-outs and persisters regarding sex, marital status, veteran status, high school attended, socio-economic status, academic aptitude, or grade point average. She suggested instead that students who withdrew lacked a sense of identification or belonging with the college environment.

A study by Novak (1960) of adult evening school students found little age difference between persisters and drop-outs. Single women were slightly more likely to persist, and persisters were slightly better educated. Advancement at work did motivate twice as many students to persist. Novak concurred with a study by Walter B Greenwood in 1932 that persistence in night school was often dependent upon the teacher's satisfaction of the student's original motivation.

Research has often used standardized tests in an effort to identify a pattern of characteristics distinguishing drop-outs from persisters. Using a sample of 263 male first time students at two public technical institutes in Connecticut, Righthand (1965) found that the mathematics portions of the Engineering Physical Science Aptitude Test and the Survey of Study Habits and Attitudes were the most significant variables differentiating the drop-out student from the persister. Variables not significant were verbal intelligence, quantitative ability, or the study of values test.

Researchers Taylor and Hecker (1967) found that ability and high school achievement scores were more able than interest or interest-related variables to differentiate between persisters and non-persisters in technical and associate degree programs, the completers consistently receiving higher scores.

However, in reviewing 16 research reports related to junior college drop-outs, Rouche (1967) found academic ability to be of no value in predicting attrition. He instead suggested that more attention be paid to non-intellective differences between persisters and non-persisters.

Socio-economic status of students in public junior college occupation centered programs was a variable studied by Hakanson (1967). His findings: 1) The higher the socio-economic status of women terminal students, the less likely they would complete an occupation centered curriculum, no such definite relationship was found for men; and 2) students with middle socio-economic status were more likely to complete an occupational program than those of their high or low socio-economic status.

Hughes (h.d.) developed this profile of the "typical" discontinuing student at Grossmont College: He is a day student, married, with no prior military experience, working 26-40 hours per week; his father and mother have completed a minimum of twelve years of formal education; his primary working parent is employed at the professional or managerial level; and he is a transfer student working toward an A.B. or higher degree. But, Hughes also concludes that the discontinuing population is very similar to the continuing population, except that the latter has a more consistent high school grade point average and is more decisive in choosing a program and making degree plans.

Arken (1968) also found no significant differences between persisters and non-persisters, they were more alike than different. Some slight differences were noted: The non-persisters tended to be older, more of them were married, and more of them planned to continue working although there were significant differences in the grade point averages of persisters and non-persisters; both groups had about the same academic ability. Both groups had the same vocational goals upon entrance, and their parents were on the same educational and occupational levels. The non-persisters were not found to come from families with less than a high school education. Such factors as illness, financial need, marriage, lack of interest, or unhappiness were not significant. In fact, more continuers stated they were affected by these factors than did drop-outs.

Weigel (1969) likewise found persisters and non-persisters to have about the same ability, though persisters did have significantly better grade point averages for the first quarter of college. He suggested that non-persisters had less interest in either the academic programs or the social provisions offered by the college. He also noted that more persisters stated that they entered junior college to prepare for a better paying job and because they were encouraged by someone outside the school system. This motivation could be a key factor in determining which students persist and which drop-out.

That persisters and non-persisters were alike in several ways was also shown in a report by Joyce Stocking (1969) at Crowder College. Eighty-one point eight percent of the non-persisters mothers had a high school diploma or better; the figure for the persisters' mothers was 75%.

The majority of both groups wanted to go to college and were encouraged by both parents. Persisters and non-persisters were also shown to be alike in terms of their Survey of Interpersonal Values scores.

Yakima Valley College persisters and drop-outs were compared by Rice and Scofield (1969). They found that a slightly greater proportion of females to males dropped, and a slightly smaller proportion of females transferred. Also, the higher a student's high school grade point average, the less likely he would be to drop. Geographical location was a factor here, the school having a greater holding power for students in the immediate vicinity and those living east of the Cascade Mountains. The authors also found that as the skill level required in the father's occupation increased, the chances of the student dropping out decreased slightly.

The major difference found by Elton (1969) was that junior college non-persisters had the highest score on the nonconformity variable and the lowest score on scholarly orientation. This finding applied to both sexes.

In a study of 259 entering freshmen in a California community junior college, Cohen, Brauer, and Connor (1969) found four variables differentiating persisters and non-persisters. Drop-outs tended to be enrolled for fewer than twelve units, persisters, for twelve or more. Drop-outs were employed for more time outside the school than were persisters. Drop-outs had attended more schools prior to the tenth grade than had persisters. Finally, the mothers of drop-outs tended to have less education than the mothers of persisters. (Contrast this with the Stocking (1969) Report).

Jaffle and Adkans (1970) found no significance in academic and socio-economic characteristics of drop-outs and persisters in non-college preparatory programs at two-year colleges. Academic performance and academic self-confidence bore virtually no relationship to student retention. Instead, Jaffle considered the students' high school curriculum to be the strongest variable.

Comparing community colleges and technical institutes offering similar occupational curricula, Kievit (1970) reported there was little difference between the students of each type of institution regarding expectations for press or in personality needs. Nor did drop-outs at either type of institution vary significantly from persisters; their scholastic aptitudes were similar, and both groups shared similar expectations for environmental press. Kienst suggests that variations within a narrow range of intellectual interest and of motivation are more important in differentiating the drop-out from the persister.

Bossen and Burnett (1970) compared persisters and drop-outs at Foothill College. They found age to be of little significance. Other factors were significant, however. Married students were more likely to withdraw, as were students from a lower socio-economic class. Persisters tended to make the decision to attend college at an earlier age than did drop-outs. Students who had made a definite commitment to a program were more likely to persist, and more likely to return to school if they withdrew for a time. Students carrying a higher academic load of 6 hours or less were more likely to withdraw. More persisters than drop-outs were working part-time or full-time. "Many of the non-persisting students cited a need to "get out in the world" away from their parents, to establish their own identities."

The NORCAL project is perhaps the most extensive attrition project to date. It began in 1967 with an agreement by 22 colleges in Northern California to pool their resources to study students attrition. The project, as reported by Macmillan (1970), was to be in three phases each 1 year long: 1) Description - the identification of characteristics associated with attrition during the first period of enrollment: 2) Prediction - developing and validating a predictive model of attrition; and 3) Experimentation-developing and testing programs which would make an impact on attrition. A research questionnaire was administered to all

entering freshmen students. At the end of the first semester, or quarter, drop-out students were identified and comparisons were made of persisters. After reviewing these responses, a model of prediction was developed, having a 70% accuracy. Ability and motivation were the central elements of the prediction model. The most vulnerable students were found to be metropolitan minority students or marginal academic aptitude and minimal motivation or encouragement for college. The college environment itself played a factor in the student's decision to persist or withdraw. Those institutions in the NORCAL project which had the highest attrition rates also had: 1) The greatest racial mix; 2) the smallest number of transfer students; and 3) the lowest proportion of sophomores enrolled. In reviewing the NORCAL project, Kester (1970) expanded on the characteristics of persisters and drop-outs: 1) The potential drop-out was most likely to be a low-ability male, least likely to be a middle-ability female; 2) the potential drop-out was most likely to be black, least likely to be oriental; 3) the potential drop-out was most likely to have lower educational goals than the persister; 4) the potential drop-out was most likely to receive little parental encouragement; and 5) the potential drop-out was the most likely to have a low sense of the importance of college.

Gold's (1970) study of persistence of Los Angeles City College students had findings similar to the NORCAL project. Persistence rates of Blacks and of Spanish surname students were slightly higher than the rate of the entire student population; the persistence rates of students of oriental heritage were slightly higher than average. Female persistence was slightly higher than male persistence, but male performance on SCAT tests was superior to female performance. Blacks scored lowest on SCAT tests, orientals highest, age was not a significant factor in persistence; nor was the previous college attended. In comparing persistence rates of fall 1967 entrants to fall 1958 entrants, Gold found that the persistence rate for 1967 was slightly higher, but entrants apparently showed less concern about obtaining an A.A. degree, or about how long it took to get the degree.

Using three tests, the Comparative Guidance and Placement Program (CGP), the Onmibus Personality Inventory (OPI), and a biographical inventory designed by himself, DeVecehio (1972) studied nonreturning and returning community college freshmen. He found that nonreturning students had lower scores on the reading, verbal, sentence, math, and academic motivation scales of the CGP test, but higher scores on the Social Extroversion scale of the OPI test. He also found nonreturning students had often attended smaller high schools, had lower high school grade point averages, and had also planned to complete fewer years of college. He concluded that while single variables which characterized the non-returning student could be identified, they were not enough to allow accurate prediction.

Blair (1972) also attempted to draw a "profile" of the college non-persister, by compiling a list of characteristics from various sources. He came up with some 31 tendencies and characteristics:

1. employed more time outside school
2. more enroll in school as part-timers
3. attend more schools prior to 10th grade
4. more often attend private, church-related and co-ed schools than other types of junior colleges
5. lower high school GPA
6. lack of proximity to college
7. seek transfers to 4-year colleges
8. find institution caliber not as high as expected
9. desired subjects not in curriculum
10. experience academic difficulty
11. lack of goals or college - oriented interest
12. "general" dissatisfaction
13. marriage
14. lack of interest in subjects
15. lack of open minded, flexible and autonomous disposition
16. fewer parents urge college attendance
17. financial pressure
18. lower normative congruence
19. lower friendship support
20. lower social integration
21. lesser institutional commitment
22. want time to reconsider interest and goals
23. changed career plans
24. come from lower socio-economic backgrounds
25. have lower initial educational aspirations
26. smoke cigarettes
27. being a female
28. turning in a paper or theme late
29. having no religious preference
30. health problems
31. family problems

A prediction model was also attempted at Miami-Dadle Junior College (Greenburg, 1972). Three variables were found to be most significant; 1) the Social Studies Florida Twelve Grade Aptitude score; 2) the student's status, whether full-time or part-time, the former being more likely to persist; and 3) race, with blacks being more likely to drop-out. When the FTG scores were excluded, high school rank was also significant, those students having a better high school standing being more likely to persist.

The Young Farmer instructional program, a five-year sequence of in-class and on-farm instruction for beginning Wisconsin farmers, was studied by Matteson and Thompson (1972) to determine why farmers dropped out. Persisters were compared with non-persisters, with

the following findings: 1) Drop-outs tended to be older, had considerably more farming experience, owned more of the land they operated, had larger farms, more net worth, and slightly more education. The persisters had taken fewer vocational agriculture classes in high school; 2) drop-outs enrolled to gain information about farming problems, persisters had a tendency to enroll in order to increase their problem-solving ability; 3) older drop-outs left the program because they were more involved in other activities, younger drop-outs left the program because of dissatisfaction with some aspect of the program. The question the authors raised here was whether the program had lost sight of the very students it was originated to serve - the young farmer, beginning farmer. Many of the drop-outs were older, established farmers whose goals perhaps were not the same as the program's.

Contrary to some studies, Gell and Bleil (1973) found no relationship between a student's grade point average and the reasons he gave to leaving. Nor did the students' financial aid plans have any relationship to their stated reasons for withdrawal, though the reported family income of the drop-outs tended to be lower than that of the average Montgomery College student. Students who gave an associate degree as their educational goal tended to leave college in order to take a job prior to graduation more often than students having other goals. Some of the drop-outs, however, never intended to earn a degree, while others changed their educational goals or had their plans interrupted temporarily by work, marriage, or military service.

Brawer (1973), however, did consider a student's grade point average and his performance on academic achievement tests to be important, along with the family's and peer groups influence. The author also suggests that the basically isolated person, one who has trouble relating to other individuals and groups, will withdraw faster than others, unless given more personal encouragement to persist. Ego strength, developmental level, and maturity may also play a part in a student's decision to persist or drop-out.

From data collected from four Wisconsin two-year institutions, Knowles (1973) also found a student's grade point average to be significant in identifying potential drop-outs. Lower than average high school and post-secondary grades were characteristic of drop-outs, as were his use of remedial educational services, and his lower than average evaluation of the school and the quality of education.

However, Eagle (1973) found no such relationship between the placement of a student in remedial courses and a tendency to drop-out. Many administrators have learned that the implementing of an open-admissions policy would lead to higher drop-out rates, as more students having academic deficiencies would be allowed to enroll. Eagle studied the records of Bronx Community College

following its implementation of an open admissions policy, and he found that the "open admissions" student did not show a significantly higher drop-out rate than the "fully qualified" student.

A study of early versus late applicants found little difference in ability to succeed between the two groups. However, late applicants were found more likely to withdraw, possibly because they could not enroll in the classes they wanted, or at times convenient for them (Ragan, 1973).

The enrollment process itself includes drop-outs. Aughinbaugh (1974) found no single reasons to explain why some students fail to complete registration. The financial factor was not as strong as expected. The author did find that the longer the period between counseling and the actual signing into classes, the greater the probability of loss. Age span was another possible factor. There was also thought to be an element of "shopping around" in the registration process.

High school size was found to be a definite factor relating to drop-outs in North Dakota institutions of higher education. Graduates of the smallest high schools were found to drop-out in larger numbers than did graduates of larger high schools. These may be three major factors involved here: 1) Smaller schools usually have more limited curricula; 2) a small setting may result in a lack of stimulation for students, who are continually encountering the same few peers; and 3) adjustment problems may be caused in the move from a rural setting to a college setting. (Anderson 1974)

However, another study would seem to contradict Anderson's research as Martin (1974) found no significant differences in attrition rates when comparing race, sex, or high school attended. The only factor of significants found here was student status, part-time students being more likely to withdraw. Part-time and full-time nonreturnees also differed significantly in marital status and in freshman/sophomore/special classifications. Aside from this, nonreturning students were not much different from returning ones.

One characteristic not mentioned so far has been the dropping of courses. This may be pertinent to drop-out students as one researcher found that 40% of those students who had quit one course at Coast Community College had left the college altogether. (Brightman, 1974)

Rowell (1974), in his survey of the drop-out literature, also noted a Kansas City study which showed that 70% of the females and 59% of the males had dropped two courses prior to withdrawal. Rowell also noted the findings of other studies. Research at

Vancouver City College showed that all types of students, including those of high ability and intellect, withdraw. Personal motivation was cited as an important factor for persisters in many studies. In another study, Brawer found that persisters had the ability to delay gratification, tolerate ambiquity, relate to themselves, and had a higher personal identity rating on a "functional potential" scale than had non-persisters. Rowell suggested that cansative agents in non-persisters could be grouped as self-related and college-related. "Self-related factors involve actual and perceived ability, background, and motivation for college as well as family influences and expectations, and previous school experience. College-related factors are those which bear on the student after he arrives on campus. Being a composite of interaction between self and peer groups, faculty, curricula, and institutional practices and more, in which expectations are highly interwoven, these factors are far more difficult to evaluate and change for the better." Rowell also listed personality characteristics and reasons given for leaving, in rank order:

"1. money problems
2. conflict of personal values with institution
3. part-time vs. full-time
4. lower high-school grades and standardized test scores
5. lack of personalized education
6. academic problems
7. lack of family support
8. poor counseling
9. lack of personal commitment"

The least often cited factors were low self-attitude and drug and alcohol problems.

The El Paso Community College study on attrition (1975) drew up a profile of its own typical dropout student. Generally the drop-out is identified as belonging to an ethnic minority, 21-35 years old, freshman, declaring a technical/vocational or business major.

Finally, Maynard (1975) notes some personality characteristics of community college students. Her study indicates that while successful students tend to score higher on a measure of academic ability and antonomy, nonsuccessful students tend to earn higher scores on measures of theoretical orientation, estheticism, and complexity.

It is obvious that there are not easy solutions to the drop-out problem. How can a cure be effected when the experts still disagree on the causes? The characteristics of a drop-out at one college may differ almost entirely from the characteristics of a group-out at another college.

Monroe (1972) concludes that, if intelligence counts for one-third of the withdrawals, motivation and finances count for the rest, with motivation being the single most important factor.

"Motivation is a complex force including the student's set of values, his emotional predispositions and personal problems, the strength of parental pressure and support, the disposition of the peer group toward college achievement, the academic climate of the college, the skill of the teachers and counselors, the relevance of the college curriculum... The motivational factor is usually responded to as lack of interest, getting married, going to work, taking time out to evaluate life and goals, or dissatisfied with the college.

The lack of adequate goals, especially vocational goals, plays a large part in a student's lack of motivation for college. Most researchers agree that failure to be fully dedicated to succeed in college is the primary cause of withdrawal and failure. However, the problem of identifying all the possible factors which stimulate motivation in a student or fail to stimulate it is an almost impossible task."

Administrators have long been aware of the need for special programs geared to encourage the potential drop-out to remain. Many of Amori's comments, though made in 1941, are still relevant today. Amori suggested that those students who were not well-adjusted needed more social services work methods, procedures, and techniques applied to them, not just new courses. He found that those students who were unhappy and discontented were often the same students who took no part in the social activities offered by the junior colleges, and suggested that both teachers and counselors could work harder to get these students to participate more. Many of the students didn't believe that their advisors could help them much with their personal problems, but they felt that some kind of specialist was needed on the faculty to offer guidance. Teachers should be more aware of students showing signs of having problems, and be more willing to spend time listening to students and trying to help them. Teachers could also spend a little less time on teaching facts and figures, and more on such topics as life values and goals, which might keep students more interested. Amori also found that many students were unaware of what financial aids were available for them, or even if they were aware, they were hesitant to ask about them. Guidance workers could make themselves more aware about a student's financial status upon enrollment.

Bossen and Burnett (1970) also suggested possible actions colleges could take to assist potential drop-outs: 1) Encourage more positive attitudes of counselors towards technical-occupational programs; 2) permitting more students to enroll in courses that interest them, rather than having a strict emphasis on fulfilling degree requirements; 3) classifying remedial courses as electives; and 4) making the curriculum more relevant to students' needs.

Landrith (1971) suggests that part of the drop-out problem lies with teacher attitudes towards the general education curriculum, many teachers do not fully understand the purpose of the community college, or the need for different teaching methods and course content for transfer students and for occupational students. Possibly, this lack of understanding stems from the training these teachers themselves have received as not enough attention has been paid at the university level towards the training of junior college teachers. Two-year colleges could help their own faculty through special workshops and courses.

Martin (1974) has also made some useful recommendations to help reduce the attrition problem: 1) Schools should be made more aware of students "stop-outs" tendencies and re-enrollment potential, and gear more recruiting and public relations efforts towards these students; 2) better orientation and guidance efforts should be made towards students coming to college from high schools having a history of high attrition rates; 3) a greater variety of classes could be offered in the afternoons and evenings to alleviate conflicts between class and work schedules; 4) cooperative arrangements could be made with day care centers to allow more housewives with family obligations to attend college; and 5) better counseling could be made available to evening students.

A study concerned mainly with the problems of minority students tended to confirm another study by the Institute for Services to Education that showed that "there is a positive correlation between curriculum/programatic relevancy and minority student retention." Also, the low retention rate of minority students suggests a need for stronger financial and psychological support services programs. It was also suggested that the presence of minority educators and administrators could contribute to both the psychological and educational climate within two-year institutions. (Goodrich, Leyotte and Welsh, 1973).

An experiment using individualized study programs was done by San Mateo College. After 98 probable attrition candidates were selected, half were involved in individualized study programs, and the other half received no special treatment. The group using the Learning Center had; fewer withdrawals during the semester; more students who completed a full-time course load; fewer students who failed to register for a second term; more students who received a "C" average in college; and more students who did as well as or better in college as they did in high school. The author believes that the most important aspect of the Learning Center approach is the integration of individualized academic services with a supportive psychological atmosphere and personal counseling. (Wenrich and others, 1971).

The experimental phase of the NORCAL project also had good results. Eleven of the colleges involved designed experiments to help high-risk students, assigning half to either a control or to an experimental group. "Less than half of the proportion of specially treated students withdrew, as compared to the control group." A 30% greater proportion of experimental students re-enrolled the second semester. Further, all eleven colleges had fewer drop-outs in experimental groups and had more re-enrollees in experimental groups. All colleges reporting successful programs included counseling in their procedures. The key was believed to be a "responsive counseling environment as no major changes were made by the colleges in course structure or in student personal services. The colleges found they already had "the resources for making a substantial difference in the persistence and performance of students if only the proper referral or access could be assured. The problem of attaching the question of attrition is clearly one of will, not means." (Macmillan and Kester, 1973).

Remedial programs have also been offered in an attempt to encourage persistence, with varying results. Losak (1972) studied a program at Miami-Dade Junior College which was a traditional attempt to improve basic skills in reading and writing, but which was segmented and relatively uncoordinated. His study found that the program did not produce any meaningful reduction in drop-outs; did not result in achievement at a higher level in social science, humanities, or English classes; and did not produce higher scores on writing or reading tests. Losak concludes that, for a remedial program to be successful, several factors are necessary: 1) Differential diagnosis of student characteristics; 2) a curriculum based on educationally relevant student characteristics; and 3) continuing evaluations of programs. Students cannot be treated as a homogeneous group, and the curriculum must fit the various needs of the students.

Marchbanks (1974) has made further recommendations for operating successful remedial programs; 1) teaching nontraditional students requires greater enthusiasm and commitments than teaching traditional students; remedial teachers should be volunteers. No teacher should teach more than two non-traditional classes in any one semester, for more than twelve hours, and with more than twenty students in one class; this is because more time is needed both in preparing for the class and in personally assisting the students; 2) schools need a separately organized division of developmental studies to deal adequately with the problem; 3) colleges must diagnose students' learning difficulties, prescribe and develop means of correcting these difficulties, and evaluate the outcomes in order to individualize instruction for high-risk students; 4) high-risk students need to be provided with alternative credit and grading systems to counter the negative effects which traditional grading has had; 5) counseling and developmental programs should be concerned with the high-risk student's self-concept and emotional health, as well as his academic and vocational development.

Financial aid, work-study, and job placement are also helpful parts of any counseling program; 6) the transition from developmental studies to traditional college curricula could be eased in various ways, such as moving the student from full-time developmental to one-half developmental, one-half traditional, then to full-time traditional; or the developmental faculty could continue to provide tutorial assistance after the student has entered the regular program. A student's advisors and counselors should continue to work with him throughout the transition from developmental to traditional studies, and personnel from both these programs should work together to make this transition as painless as possible.

To sum up, Rowell (1974) has noted that "Psychological counseling, compensatory education programs, sound financial counseling, and vocational and professional awareness sessions must be seen as integral parts of any college situation. To insure that education is instrumental to further achievement, today's colleges must insure that the diverse segments of the populace served be considered in the planning of curriculum and the making of instructional policies."

In spite of the research already done in the area of student attrition, many questions remain to be answered. More study is needed on the subject of the "stop-out" student. In nearly every report covered here, researchers noted that a majority of the drop-outs planned to continue their education, either at the school they had attended, or at a different one. Many had already returned to school. As Mahon (1973) wrote: "There have been many complaints leveled at community colleges that they do not have a very high rate of success, especially when the sole criterion of success is the rate of graduation of students who initially enroll at the institution. This study...lends support to the fact that students approach this institution with a variety of goals and these goals, by and large, have been met.

The fact that 70% of the stop-ins and stop-outs indicate that they intend to continue their formal education at either BCC, another undergraduate institution, or in some form of graduate study, lends support to the fact that education in our society is recognized as a life-long process."

Dropping out is difficult to distinguish from stopping-out, a move which seems to be on the increase lately. According to Gordon F. Sander in his article in the January 16, 1977 New York Times: "Other data confirms that many students who left college in the 1960's and were written off as dropouts - students who had given up on college for good - were in fact long-term stop-outs. A 1971 nationwide study conducted by the American Council on Education showed that of 25,000 freshmen in the class of 1965, only 47 percent graduated on time. Yet, of those who didn't, no less than 84 percent expected to eventually earn their degrees and 51 percent anticipated going to graduate school. Clearly, the age of the staggered college degree has arrived."

An informal report on Northwest Area Foundation's Independent College Program 1973-1975 entitled An Approach to Keeping Independent Colleges Independent states some of the problems of retaining students. "The American population age mix changed. The post-war baby crop of 15-19 year-olds began to peak in the early 1970's; by 1985 it is expected to drop back to approximately 1950-1960 growth levels.

The end of the draft removed, for many young men, the reason to be in college.

Costs of attending college rose. Between 1965 and 1970, tuition and fees alone went up 33 percent at public colleges and universities and 41 percent in private institutions. By 1970 the average dollar cost of a year's tuition in private colleges was nearly five times as high as in public institutions.

The job market changed. The demand for school teachers fell off sharply. The gap between wages received by high school and college graduates narrowed. College no longer seemed such a favorable "investment in future earnings" for many.

Liberalized college rules made it easier for students to defer schooling and move in and out of school.

Attitudes changed. An anti-intellectual drift among many young people threw the relevance of a college education into question."

In discussing different types of students and the different problems they have Lenning and Hanson (1977) come to this conclusion: "It is clear that older students have important needs that should be met, and equally clear that many of their needs are different from those of younger students. Younger students have major problems of motivation, relationships with peers, learning to make decisions, knowing what they want for their lives. Conversely, older students generally have a harder time adjusting to new situations, have feelings of inadequacy about having been out of school so long, have more family responsibilities and other outside pressures, are more often working fulltime in addition to attending college. Older students are more positive about different aspects of their college and about their experiences there. Many of them "thrive" on the more traditional teaching methodologies that younger students tend to reject. One the other hand, nontraditional extracurricular arrangements may be necessary to get them involved in such activities, as suggested by Hiltunen's (1965) finding that her sample of older students were interested in forming groups whose ages and interests would be similar to their own."

Attrition is a special problem for schools with open admissions policies. Some schools will not even reveal their attrition figures for fear their open admissions policy will be evaluated according to the dropout rate. (Rosen, Brunner, Fowler 1973). "The statistics which CUNY is most afraid to release are those concerning attrition.

The University believes that public opinion will judge the "success" of open admissions on these statistics. And the University is quite afraid that any released data will be "misinterpreted". As a result, 80th Street released no detailed figures on attrition. Only vague estimates were offered verbally. One administrator noted the difficulty in interpreting attrition figures and offered some rough percentages."

Another area which needs to be studied more is the attrition problem in two-year vocational-technical institutes, evidenced by the preponderance of research already done on community colleges. The two types of institutions have some characteristics in common, but they differ enough to make separate research studies worthwhile.

The drop-out problem is not a new one, nor is it likely ever to be solved entirely, but as Monroe (1972) says: "If the community college has done its part to meet the needs of students by offering a comprehensive curriculum, by providing the necessary counseling services and other educational supports, and by offering a quality group of teachers, the student has the responsibility for assessing his goals and abilities so that he chooses the best college for him, the best program to follow, and then resolves to use his time and finances economically so that his goals will be achieved. Although excessive rates of failure and withdrawal are to be deplored, and should be corrected in all possible ways, a realistic appraisal of what some students bring to a college in the way of interests and abilities warrants the conclusion that if they drop-out of college prematurely, both the institution and the student may have profited. The problem is to distinguish between the student who ought to be served at all costs and those students for whom college is not the right place to find personal improvement and happiness."

"The assessment of people in higher education serves many purposes. Students are examined in order to measure previous school achievement, predict academic potential, select-into and select-out of particular institutions, determine individual characteristics, evaluate environmental perceptions, assign positions in special occupational programs, and finally, to gain knowledge about the effects of education beyond high school. Any or all of these aims may be pursued at any given institution.

It is common practice for colleges and universities to require certain scores on aptitude and/or achievement tests from their entering students. Accordingly, college admissions testing has become big business on which most schools - junior colleges, four-year colleges, universities, public and private - draw heavily. Different institutions may require different tests, but few who decide to continue their schooling beyond the twelfth grade can escape one or more of these instruments.

Looking at student bodies along the somewhat restricted dimensions of academic talents alone, however, is a limiting pursuit - especially if one subscribes to the notion that the college experience potentially affects individual students in various ways. If the purpose of a college education is more than the attainment of abilities to perform certain requisite tasks, then looking only at cognitive changes is as limited as looking only at academic requirements.

Although we do not presently have sufficient data or a variety of tools to show systematically the many ways college-going populations perform in response to nonscholastic variables, many efforts have been made to acquire them." (Cohen & Brawer, 1970).

Wisconsin Vocational Technical and Adult Education has long been plagued by attrition from its programs. Though many small research projects have been conducted, no coordinated effort has been directed to the problem until now. Defining just how large the problem is has also been neglected until now. There is much information nationwide concerning the attrition situation, but it is so contradictory that knowing what is really happening is very difficult especially as it applies to the WVTAE system.

This study was undertaken to find out just what problem the VTAE system had, and to develop, test, and implement & research design for the study of student attrition in the Wisconsin VTAE system. The intent of that study is to identify student attrition, determine its predictability, and test ways to reduce it. Conclusions and implications can then be drawn with regard to policies, methods and procedures which relate to student attrition levels.

Phase I of the study was conducted on a consortium school basis in fiscal year 1976 and worked at identifying:

1. Attrition
2. Predictive variables
3. Methods for data collection
4. Data Analysis
5. Report Format
6. Identify possible paths to reduce attrition in the Wisconsin VTAE System.

Phase II of the study concentrates on using what was learned in Phase I of the project to predict the potential non-persister. This year pilot studies were conducted to evaluate those prediction instruments and the methods that might possibly keep a potential dropout in school. The results are displayed in the consortium studies which follow in this report.

METHODOLOGY

METHODOLOGY:

Phase II of the Wisconsin VTAE Student Attrition Study is, like the Phase I's, a consortium effort. The consortium approach utilized four separate technical institutes four geographical areas in the Wisconsin VTAE System. The four schools are: Southwest Wisconsin Technical Institute at Fennimore, Northeast Wisconsin Technical Institute at Green Bay, Moraine Park VTAE District at Fond du Lac and North Central Technical Institute at Wausau. NCTI at Wausau is the coordinating facility.

The Attrition Study is a multi-phased project and proceeds systematically from one step to another. The first phase was to define attrition in the VTAE System and to determine the factors relating to that attrition.

The next step is to use those factors as predictors of student persistence as the students enroll in VTAE programs. If the predictors prove reliable, then students who might need special assistance to pass a program will be identified as they enter the VTAE system. Once the students are identified, the school can assist them to overcome the factors relevant to attrition and help them complete the course.

Last year the consortium schools involved in the Attrition Study worked at identifying:

1. Attrition
2. Predictive variables
3. Methods for data collection
4. Data analysis
5. Report format
6. Identify possible paths to reduce attrition in the Wisconsin VTAE System.

With the final detail and direction contingent upon the findings of the first year's research efforts, the general objectives, for the second year is two pronged, though the consortium schools may vary in their procedures depending on facilities and staff available at each consortium institute.

General Objectives (two pronged):

1. To run a pilot program in each consortium school attempting to reduce attrition in the school by using the first year's research data.

2. Establish system, based on Phase I data, to obtain needed information for this study on a regular basis from students withdrawing from programs.

Specific objectives are as follows:

I. Predicter Pilot

1. Identify potential dropouts as they enter each consortium school in August with the NCTI predicter test or dropout predicters acceptable to that consortium school. Each student will be tested as he enters or is accepted for admission. Some schools will use the Woolsey predicter test which can be used alone or more accurately if combined with high school rank and aptitude score to predict the persistence of the incoming student. Schools which already have their own methods or tests predicting persistence probability will use those available to them and with which they are most familiar.

2. Of all the students tested (e.g. 100) identify potential dropouts, select a manageable group (possibly 50) and divide in two 25/25, one control group and one experimental group. The numbers will vary between schools. For schools working with part-time students, both the control group and the experimental group will be part-time students. For schools working with full-time students, both groups will be closely related full-time students.

3. Work with one group using what is known from Phase I of the project to reduce attrition. Let the other group go as it normally would.
   a. Notify instructors of students designated as dropouts. Request instructors give more attention/assistance to them.

   b. Coerce potential dropout into clubs and activities.

   c. If financial assistance is needed, give potential dropout special assistance to fill out forms and follow procedures. Guide males away from loans and toward <u>grants</u> or <u>workstudy</u> jobs.

   d. If counseling is available, mandate or strongly recommend regular counseling. Organize system with counselors and instructors if possible.

   e. If faculty advisors are available, notify advisor of potential dropout and request he assist as much as possible by frequent or regular advisor sessions.

Schools vary in their efforts and coordination of various departments depending on the time, communications, control, facilities and staff available.

4. At the end of semester one, test each group again (Whatever is left of it) and note any changes between time of admission and end of semester. The test or measurement can be any that the consortium school decides to use. Those that remain or persist might show a change of attitude toward Vocational Technical post-secondary

education. Those that remain should be tested again toward the end of the spring semester ensuring enough time to include that data into the report.

The tests might show that the various forms of help demonstrated toward the student might significantly change his approach toward education enough to carry him through to graduation.

5. At the end of the year compare the control group and the test group to determine how effective the methods employed were to reduce attrition. This is mostly a question of mathematics. Those that received the recommended assistance should tend toward remaining in school. Those designated as potential dropouts should have the lowest retention figure. Those identified as persisters should have the highest retention figure.

6. Make recommendations according to how much effort and cost were needed to reduce attrition and compare that to effectiveness. This will not be done on a dollar per minute basis, but rather on a more general "Would recommend/would not recommend" basis.

II. Continue Attrition Follow-up
(Base action on Phase I findings)

1. Set up uniform sheet of information to be gathered from withdrawing student. Based on Phase I findings the consortium has a better idea of what information is needed from withdrawing students in order to draw any conclusions.

2. Designate person or people responsible to gather information. This will be decided by the individual schools. It is often difficult to contact students long after they leave. If a system could be devised in each school that would provide that an instructor notify a designated person as soon as that instructor feels a student has left, that designated person could contact the dropout immediately and perhaps get more reliable information regarding his leaving. It is extremely difficult to identify the real reasons that cause a student to leave. Sometimes, the student does not even know. Immediate contact helps elicit more accurate responses that have not had a chance to become vague over a long time lapse.

3. Establish uniform system to obtain information and record it in the same manner consortium wide. With each school using the same information patterns, district problems or trends could be compared against one another because one school's information would be like every other. Trends could be shown to be isolated to one particular district or extensive statewide. This would not hinder individual schools from arranging or altering the display of data for their own use too.

4. Analyze data
   a. Look for trends or reasons that are dominant in particular programs.

   b. If any particular problem seems dominant in a program, it can be attacked.

   c. Subsequent data collection in following semesters will show whether or not problem is controlled.

   d. Compare dropout data against data gathered from persisters.

In the very beginning of the pilot project while the two groups of potential dropouts are being selected, select an equal number of identified persisters. Nothing would be done with this group until the end of semester periods when groups would be compared. Then the number of persisters can also be counted to see how reliable the predicter test is and how that group compares with the predicted dropouts. Compare the withdrawal level of the potential dropouts to the withdrawal level of the persisters.

Obtaining the assistance of instructors, advisors, counselors, and Student Services personnel will be the work of the research people associated with the individual schools. Designating people who will be responsible to follow-up dropouts will also be left up to the individual schools. The coordinating unit will meet with each school on a regular basis or as necessary. The coordinating facility will assist in organizing the system at individual schools at the request of the school. The coordinator will try to ensure uniform data collection and presentation in order that one school can easily compare its data with the data of another.

INDIVIDUAL PARTICIPATING CONSORTIUM MEMBER REPORTS

Supplement

Project 03-016-151-227

STUDENT ATTRITION IN THE WISCONSIN VTAE SYSTEM

pertaining to

Southwest Wisconsin Vocational-Technical Institute

Naomi Betancourt - Research Specialist

April, 1977

The following is a compilation of data taken from the files of dropout students in the first semester of the 1976-77 school year. Files used were marked "drop-out", "decided not to attend", those who had attended previously but for some reason were not planning to complete their program, or "attend for some time even as little as one day". Also included were those who had completed a semester but not a program who did not return.

INTRODUCTION

This study is an attempt to discover the reasons behind the attrition for the first semester of the 1976-77 school year. Results from this study will be compiled with results from similar studies completed by Northeast Wisconsin Technical Institute at Green Bay, Fox Valley VTAE District at Appleton, Moraine Park VTAE District at Fond du Lac and North Central Technical Institute at Wausau. A consortium report will be prepared with the hope of helping VTAE districts reduce attrition in their schools and possibly even predict potential drop-outs.

In this study, the data was tabulated based on the percentage of respondents choosing a particular answer as opposed to showing the percentage of times a particular response was chosen. It was felt that figuring percentages in this way would provide a more relevant and accurate barometer for determining the respondent's feelings and his/her motivations for dropping out of school. Information based on respondents tells us something about the opinions of the people answering the survey while percentages of responses tells us only how often that answer was chosen.

STATEMENT OF PROBLEM - OBJECTIVES PURSUED

The problems faced in completing this were:

1.) To define a "drop-out".
2.) To contact the "drop-out" by mail.
3.) To obtain a response from the "drop-out" indicating the reason for his attrition.
4.) To compile information from questionnaires returned.
5.) To make conclusions and recommendations (based on the statistics gained from the questionnaire) which might reduce the rate of attrition at Southwest Tech.

The following objectives pursued in this study were:

1.) To gain a significant response from "drop-outs".
2.) To pinpoint exact courses of attrition.
3.) To make valid conclusions and practical recommendations which could result in reduced attrition.

METHODOLOGY & POPULATION (Characteristics):

For the purposes of this study it was decided that a "drop-out" would be any person who had attended Southwest Tech, for as little as one day, and failed to complete his course of study.

A total of 141 (9.9%) of the 1,427 students enrolled at Southwest Tech fit into this category. Of the 141 drop-outs, two left early because of illness, two are in jail and two are deceased. These six students were not incorporated into survey findings. The remaining 135 individuals were mailed a questionnaire (Appedix A) designed to ascertain the specific factors that caused or influenced their decision to dropout. Seventy drop-outs returned their survey for a response rate of 52%.

CHARACTERISTICS OF POPULATION:

A) Drop-Outs According to Sex

The responses are split evenly by sex - see Table 1.

TABLE 1

SEX	NUMBER	PERCENT
Male	35	50.0%
Female	35	50.0%

The attending student body at Southwest Tech is comprised of 76% (1,081) males and 24% (346) females. When viewed in comparison with these enrollment figures, the female drop-out rate is proportionately much greater than the male drop-out rate. The 35 female respondents comprised 10.1% of the total female enrollment. There may be several reasons for a higher female drop-out rate. Men are called on more frequently to support families and they may feel a greater need for education, or maybe women are not stimulated by traditional female occupations and they choose to drop-out rather than pursue career interests in a untraditional area. Whatever the reason, the female drop-out rate is alarmingly high and warrants further exploration.

B) Drop-Outs According to Age

Table 2 compares drop-outs by age.

TABLE 2

AGE	NUMBER	PERCENT
16-17	4	5.7%
18	20	28.6%
19	15	21.4%
20-25	22	31.4%
26-30	2	2.9%
31-40	5	7.1%
Over 40	2	2.9%

The highest drop-out rate is in the 20-25 age group. This group may be feeling the need to be employed greater than the need for further education. It is not surprising our second (28.6%) and third (21.4%) largest groups are the 18 and 19 year olds as they comprise the majority of our students.

C) Drop-Outs According to Marital Status

TABLE 3

MARITAL STATUS	NUMBER	PERCENT
Single	53	75.7%
Married	11	15.7%
Separated	4	5.7%
Divorced	2	2.9%

It is interesting to note, in Table 3, the proportionately high percentage of drop-outs among married students (15.7%). The attending student body is comprised of about 13% married students.

Again, we have evidence that jobs sometimes take priority over education for the older or married students. There may be other problems related to the family situation that prohibits attendance. One often stated reason is transportation. For a young couple with only one car, that vehicle may be the only means of transportation to a job and is not available for the person going to school.

D) Drop-Outs According to Program

The following table (Table 4) shows student withdrawal by program and by type of degree. The vocational diploma program had the largest percentage of drop-outs. This may be because the certificate program is short enough to hold interest, while the associate degree program is taken with a more serious commitment.

TABLE 4

PROGRAMS	ENROLLED	DROPS	PERCENT OF ENROLLMENT
LESS THAN ONE YEAR CERTIFICATE PROGRAMS	737	10	1.4%
All-Around Butcher	49	-	-
Farm Training	559	-	-
Home Management Assistant	9	-	-
Meat Inspector	-	-	-
Mechanical Schematics	4	-	-
Nursing Assistant	66	4	6.1%
Service Station Attendant	-	0	-
Vocational-Technical Development	35	4	11.4%
Ward Clerk	15	2	13.3%

TABLE 4 (continued)

PROGRAMS	ENROLLED	DROPS	PERCENT OF ENROLLMENT
ASSOCIATE DEGREE PROGRAMS	179	14	7.8%
Business Administration-Accounting	44	6	14.0%
Business Administration-Finance	11	-	-
Farm Operator Technician	27	1	3.7%
Food Service Management	19	1	5.3%
Machinery, Parts & Sales	17	4	24.0%
Marketing	15	-	-
Municipal Engineering Technician	17	1	5.9%
Secretarial Science	24	1	4.2%
Secretarial Science, Legal	5	-	-
VOCATIONAL DIPLOMA PROGRAMS	511	46	9.0%
Account Clerk	18	-	-
Agricultural Buildings Service	21	-	-
Agri-Equipment Service	6	-	-
Agricultural Mechanics	63	7	11.1%
Appliance Service	25	-	-
Auto Body	24	1	4.2%
Automotive Mechanics	58	5	8.6%
Business Machines	16	2	12.5%
Clerk-Typist	31	4	13.0%
Cosmetology	26	5	19.2%
Dairy Processing Equipment Mechanic	-	-	-
Food Preparation Assistant	20	5	25.0%
Home Furnishings Assistant	10	-	-
Mechanical Drafting	9	3	33.3%
Municipal Services Aide	-	-	-
Practical Nursing	27	2	7.4%
Production Agriculture	90	-	-
Recreational Equipment Service	15	1	6.7%
Retail Sales	8	2	25.0%
Stenography	12	2	17.0%
Welding	32	7	22.0%

As you can see, the three programs with the highest attrition rates are Mechanical Drafting (33.3%), Food Preparation Assistant (25.0%) and Retail Sales (25.0%). It might be of value for the programs with higher attrition rates to study this problem from the view point of the individual course.

E) Housing Situation of Drop-Outs

It looks as if the distance factor may be linked to attrition. This is probably to be expected and is an area over which the school has little or no control. See Table 5.

TABLE 5

SITUATION	NUMBER	PERCENT
Stay at home and commute over 15 miles one way	29	41.4%
Rent an apartment in the school's area	16	22.9%
Stay at home and commute less than 15 miles one way	15	21.4%
Rent a room in the school's area	10	14.3%

The questionnaire consisted of 29 questions and can be broken down into the following areas:

A) Characteristics of drop-outs
B) Problems encountered by the "drop-outs"
C) Enrollment experience
D) Instructional experience
E) Current opinions

Each area will be discussed separately with recommendations to that section. Additional comments can be found in the appendixes as noted.

A) Characteristics of Drop-Outs

The characteristics of drop-outs will not be discussed again as they are examined in Chapter III.

B) Problems Encountered by the Drop-Out

The following survey questions deal with problems encountered by students thus causing them to drop-out.

1. Question #5: Was transportation a major problem while you were attending school?

TABLE 6

RESPONSE	NUMBER	PERCENT
YES*	11	15.7%
NO	59	84.3%

*See Appendix B-1 for explanation of "yes" answer.

2. Question #6: Were you making car payments while attending school?

TABLE 7

RESPONSE	NUMBER	PERCENT
YES	23	32.9%
NO	47	67.1%

3. Question #9: Did financial reasons cause you to leave school?

TABLE 8

RESPONSE	NUMBER	PERCENT
YES*	20	28.6%
NO	50	71.4%

*See Appendix B-2 for comments on "yes" answer.

4. Question #10: If finances were a problem why did you not seek financial aid?

TABLE 9
(N=20)

RESPONSE	NUMBER	PERCENT
I did, was turned down	10	50.0%
Did not know it was available	3	15.0%
Process too complicated	3	15.0%
Must give too much private information	2	10.0%
Others*	19	95.0%

*See Appendix B-3 for comments listed under "other".

5. Question #20: If there is one reason you could pick for leaving school early, what would it be?

TABLE 10

REASONS FOR TERMINATION	NUMBER	PERCENT
Has a job	16	22.9%
Interest not there for program, wrong program.	9	12.9%
Money	8	11.4%
Lack of interest (usually means motivation or attitude)	6	8.6%
Not challenged	6	8.6%
Personal problems	4	5.7%
Health	2	2.9%
Work is low, failing, no progress	2	2.9%
Going to another school	2	2.9%
Miscellaneous	2	2.9%
Attendance problems	1	1.4%
Getting married	1	1.4%
Did not like school	1	1.4%
Teacher	1	1.4%
No answer	9	12.9%

6. Question #22: I would have remained if I had:

TABLE 11
(N 70)

RESPONSE	NUMBER	PERCENT
Financial Aid	14	20.0%
Different Method of Instruction*	10	14.3%
More help with my problems	10	14.3%
Better classes	8	11.4%
Better instructors	8	11.4%
Better schedule	5	7.1%
Better counseling	4	5.7%
More counseling	3	4.3%
Other*	22	31.4%

*The comments are listed in the Appendix B-4.

To summarize, the problems faced by students resulting in their attrition are:

Transportation is a factor in attrition but not as large a factor as might be expected.

A high percentage of drop-outs (32.9%) are making car payments and consequently having financial problems.

The main barrier drop-outs encounter with finances was the fact that they are from families not eligible for aid.

Students are leaving Southwest Tech because they have to choose between supporting themselves and their families and school - to them, there is no alternative.

They are not eligible for aid, not able to secure part-time employment and unwilling to apply for a loan.

RECOMMENDATIONS

It looks as if students need help handling and budgeting their finances. Even students who were receiving aid, dropped out because of financial difficulties. The drop-out evidently lacks budgeting skills and possibly some type of budgeting indoctrination could be incorporated into the orientation classes. It might be beneficial for the financial aids office to survey students to determine basic monthly expenditures. The results of this study could serve as a guideline for incoming students.

There has been repeated requests for part-time employment. There is not much the school can do if the student is not eligible for work-study - the school cannot employ them. Maybe their schedule could be made more compact enabling them to have more time for a job.

C) Enrollment Experience

The following questions from the survey deal with the enrollment experience of the drop-out. Possibly they will give us a clue as to what caused their attrition.

1. Question #11: Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?

TABLE 12

RESPONSE	NUMBER	PERCENT
YES	59	84.3%
NO*	11	15.7%

*Elaboration of the "no" answers contained in Appendix B-5

2. Question #12: Did you enroll in the program which you originally wanted:

TABLE 13

RESPONSE	NUMBER	PERCENT
Yes	60	85.7%
No, I was counseled into another one.	2	2.8%
No, my first choice was filled	2	2.8%
No, other*	6	8.7%

*Additional comments to "no" answers are included in Appendix B-6

3. Question #13: Do you feel you were forced to take courses you had no need for?

TABLE 14

RESPONSE	NUMBER	PERCENT
YES*	23	32.9%
NO	47	67.1%

*A list of replies to the "yes" answer are contained within Appendix B-7

4. Question #14: When you began school, were you able to take the courses you wanted?

TABLE 15

RESPONSE	NUMBER	PERCENT
YES	60	85.7%
NO*	10	14.3%

*Additional comments to "no" answer are listed in Appendix B-8

5. Question #15: When you began school, were you able to get the time schedule of classes you wanted?

TABLE 16

RESPONSE	NUMBER	PERCENT
YES	57	81.4%
NO*	13	18.6%

*Additional comments to "no" answer are listed in Appendix B-9

6. Question #18: Why did you enroll in vocational, technical school?

TABLE 17

RESPONSE	NUMBER	PERCENT
Wanted skills to get a job.....	38	54.3%
Was not sure what I wanted to do so thought I would try school.....	10	14.3%
Could not find a job and decided school was a good alternative.....	9	12.9%
Wanted a degree in the program I enrolled in.....	8	11.4%
Friends talked me into it.....	4	5.7%
Counselor directed me.....	3	4.3%
Parents force me to go.....	3	4.3%
Others*.....	8	11.4%

*List of "other" answers contained in Appendix B-10

7. Question #19: Did you have any goal in mind when you entered Southwest Tech?

TABLE 18

GOAL IN MIND	NUMBER	PERCENT
One Year Diploma.....	13	18.6%
Get courses needed to get a job.....	32	45.8%
Two Year Diploma.....	6	8.6%
None.....	7	10.0%
Get GED.....	1	1.4%
Associate Degree.....	7	10.0%
Be a Bricklayer.....	1	1.4%
Get Certified.....	1	1.4%
Skills to get a Job.....	1	1.4%
Be qualified to run a farm.....	1	1.4%

In conclusion, the drop-out faces different kinds of problems during their enrollment at Southwest Tech.

A large majority of the drop-outs answered positively when questioned about their program choices and schedules. Eighty-five point seven percent (85.7%) stated yes they were able to take the courses they wanted and 81.4% had a schedule that was convenient. However, a significant number (32.9%) of drop-outs did feel they had been forced to take courses for which they had no need.

Although a majority were able to get the time schedule they wanted, about one-fifth (18.6%) of the drop-outs felt they did not receive a suitable time schedule for their classes.

It is interesting to note in question #18 that 54.3% of the drop-outs wished to acquire skills to get a job as opposed to 11.4% who wished to acquire a diploma. Also under question #19, 45.8% of the drop-outs indicated their goal was to get courses needed to get a job.

RECOMMENDATIONS

If students are unhappy about the required courses perhaps a greater effort should be made to let the student make choices. Students should be given the latitude to make personal decisions with regard to the courses they take. However, if the student wants a diploma, he/she must understand the requirements needed to earn that diploma.

Maybe too great an emphasis is placed on the diploma. We should either change our attitude toward the diploma here at Southwest Tech, or else make a greater effort to "sell" it to the incoming student.

D) School Experience

The following questions from the survey deal with experiences drop-outs had while enrolled in school. Again we may pick up further clues to their discontent.

1. Question #8: Were you employed while attending school?

TABLE 19

RESPONSE	NUMBER	PERCENT
NO	42	60.0%
Yes, work-study job at school	12	17.1%
Yes, less than 20 hrs/wk	8	11.4%
Yes, more than 30 hrs/wk	5	7.2%
Yes, between 20 hrs and 30 hrs/wk	3	4.3%
TOTAL UNEMPLOYED	42	60.0%
TOTAL EMPLOYED	28	40.0%

2. Question #16: When you began school, did the classes meet your expectations?

TABLE 20

RESPONSE	NUMBER	PERCENT
YES	35	50.0%
No, they were tougher	11	15.7%
No, but the reasons are varied	11	15.7%
No, (explain)*	7	10.0%
No, they were easier	5	7.2%
Did not respond	1	1.4%
TOTAL SATISFIED WITH CLASSES	35	50.0%
TOTAL DISSATISFIED	34	48.6%
TOTAL NOT RESPONDING	1	1.4%

*Explanations to "no, explain" are contained within the Appendix B-11

3. Question #17: Please circle all the student organizations you participated in while in Technical school.

TABLE 21

RESPONSE	NUMBER	PERCENT
Department Club	1	1.4%
Student Governing Board	1	1.4%
None	61	87.1%
Other*	2	2.9%
Did not Respond	5	7.2%

*Explanation of "other" response in Appendix B-12

4. Question #23: Do you think the faculty and staff tried to help you stay in school?

TABLE 22

RESPONSE	NUMBER	PERCENT
Yes	35	50.0%
Yes, but not very much	5	7.1%
No	17	24.3%
No, I was just another number	5	7.2%
Other, please specify*	7	10.0%
Did not respond	1	1.4%
TOTAL YES	40	57.1%
TOTAL NO	22	31.4%

*The comments listed under "other" are contained with the Appendix B-13

RECOMMENDATIONS

In general, drop-out students did not face any insurmountable obstacles within his/her actual school experience. For the most part, drop-outs complained little about teachers and classes.

It was discovered however, that 40% of the drop-outs were employed while enrolled at Southwest Tech. This seems to be a relatively high percentage and may be a contributing factor to attrition. It is an accepted fact that employment while attending school has positive and negative effects. While it does provide the student with much needed financial support it also takes up valuable study time. The student should be warned about the possible effects employment has on classwork and he/she should be counseled into applying for a loan if eligible.

Satisfaction with classes was 50/50 - half the drop-outs were satisfied and half were not. Possibly, the counselor and the teacher will have to combine forces to alleviate this problem. The teacher has to be aware of dissatisfaction before he can remedy it and the counselor is sometimes the first to know of dissatisfaction.

An overwhelming 87.1% of the drop-outs were not involved in student organizations. Maybe Southwest Tech should approach the student to get them involved instead of the student approaching the organization. During registration, the enrollee could indicate areas of interest and a representative of an organization related to the student's interest could seek out the enrollee and explain the function of the organization. An extra-curricular activity just might make school more pleasant for some, thereby providing a motivational factor for the student to remain in school.

Fifty-seven percent (57.0%) of the drop-outs felt instructors had tried to keep them in school. This definitely makes a positive statement about the quality of instructors at Southwest Tech. They should be commended for their efforts and encouraged to keep up this type of concern for the individual.

E) Current Opinions

Attention will be turned now to the attitudes drop-outs presently hold. The following section deals with survey questions concerning current opinions.

1. Question #4: Please indicate your present status.

TABLE 23

PRESENT STATUS	NUMBER	PERCENT
Employed full-time	25	35.7%
Employed part-time	13	18.6%
In military service	2	2.9%
Homemaker	5	7.1%
Attending college or university	1	1.4%
Attending a technical institute	3	4.3%
Seeking employment	16	22.9%
Other*	5	7.1%

*"Other" comments contained within Appendix B-14

2. Question #21: Do you wish you could have remained in school?

TABLE 24

RESPONSE	NUMBER	PERCENT
Yes	37	52.9%
No	28	40.0%
No response	5	7.1%

3. Question #24: Do you plan to attend this school or any other in the near future?

TABLE 25

RESPONSE	NUMBER	PERCENT
Yes, this technical school	9	12.9%
Yes, another technical school	8	11.4%
Yes, a university or college	4	5.7%
No	37	52.9%
Did not respond	12	17.1%

4. Question #25: What do you think of the vocational, technical school?

TABLE 26

RESPONSE	NUMBER	PERCENT
Just right	35	50.0%
Too much like high school*	9	12.9%
Did not meet my needs*	7	10.0%
Too big and confusing	-	-
Other*	19	27.1%

*Further explanation to responses are contained with the Appendix B-15

5. Question #26: Did you get what you wanted from this school?

TABLE 27

RESPONSE	NUMBER	PERCENT
YES	33	47.2%
NO*	26	37.1%
Did not respond	11	15.7%

*Explanation to "No" answer contained in Appendix B-16

6. Question #27: What could this school do to offer better services to you?

Since some of these comments are quite lengthy they are contained within Appendix B-17. There are varied comments and no summary can be made from them.

7. Question #29: Please take a few minutes and write down anything you think was not asked but should be commented on.

Again, the comments were lengthy and no attempt was made to summarize the remarks. They are contained within the Appendix B-18

In summarization, the following conclusions can be drawn with regard to current opinions:

Over half of the drop-outs are currently employed either full or part-time. Another 23% are seeking employment.

A slight majority of the drop-outs did indicate they wished they could have remained in school.

Most drop-outs are not interested in attending any school in the future (52.9%). More are interested in attending the vocational school than another technical school or college.

Half of the drop-outs felt the vocational school was "just right". Quite often drop-outs criticized the mandatory attendance policy of some instructors.

Almost half the drop-outs felt they had gotten what they wanted from this vocational school.

SEMESTER 76-77	SEX	AGE	MARITAL STATUS	PROGRAM	GOAL IN MIND	HAD A JOB	PRESENT STATUS	V.T. ENTERED	V.T. DROPPED	ORGANIZATIONS PARTICIPATED IN	ADMISSION STATUS	HOUSING	REASON FOR TERMINATION (see coding)
1	M	19	M	Machinery Parts Sales	One-Year Diploma	No	Employed full-time	8/75	7/76	None	-	+15 commute	J
2	M	21	S	Welding	get courses needed to get a job	No	Attending Tech-Inst. Full-time	1/7/76	NO SHOW	None	New	rent a room in school area	NA
3	M	17	M	Agriculture Mechanics	Two-Year Diploma	20-30 hrs. per week	In Military	8/75	1976	None	-	-15 commute	M
4	F	19	S	Retail Sales	None	-20 hrs per week	Seeking employment	8/75	8/76	DECA	-	apartment school area	M
5	M	57	D	Food Prep.	get courses needed to get a job.	No	Employed full-time	1/26/76	NO SHOW	None	New	+15 commute	J
6	M	38	M	Food service Management	get courses needed to get a job.	Yes-work-study	Employed full-time	10/16/75	NO SHOW	None	-	+15 commute	M
7	M	20	S	Summer GOAL	Get GED	No	Employed full-time	1976	NO SHOW	None	New	+15 commute	NA
8	F	20	S	Business Administration Accounting	Associate Degree	Yes-work-study	Attending Tech-Inst. Full-time	8/75	6/76	None	-	Apartment school area	WP
9	F	21	M	Business Administration Accounting	Associate Degree	No	Employed full-time	1975	1976	None	-	-15 Commute	J
10	M	18	S	Mechanical Drafting	get courses needed to get a job.	No	Employed part-time	12/17/75	9/9/76	None	New	+15 Commute	J
11	F	18	S	Ward Clerk	get courses needed to get a job.	No	Seeking employment	8/76	9/3/76	None	New	+15 Commute	NA
12	M	17	S	Auto Body	Be a brick-layer	No	Getting GED going to NATC	8/26/76	8/31/76	None	-	+15 Commute	SCH
13	F	18	S	Business Administration Accounting	get courses needed to get a job.	No	Employed full-time	8/19/76	8/26/76	None	New	Apartment school area	WP

TABLE 28

TABLE 28

SEMESTER 76-77 NO.	SEX	AGE	MARITAL STATUS	PROGRAM	GOAL IN MIND	HAD A JOB	PRESENT STATUS	V.T. ENTERED	V.T. DROPPED	ORGANIZATIONS PARTICIPATED IN	ADMISSION STATUS	HOUSING	REASON FOR TERM. (see code)
14	M	24	S	Welding	get courses needed to get a job	+30 hrs. per week	Employed full-time	8/76	9/9/76	None	Re-entry	+15 commute	NA
15	F	18	S	Machinery Parts Sales	Associate Degree	No	Seeking employment	8/23/76	9/3/76	None	New	+15 commute	WP
16	F	18	S	Practical Nursing	One-Year Diploma	-20 hrs per week	employed part-time	8/19/76	8/23/76	None	New	+15 commute	LI
17	F	19	S	Stenography	None	No	Seeking employment	8/19/76	8/30/76	None	Re-entry	Apartment school area	J
18	F	18	S	Secretarial Science	get courses needed to get a job	No	Employed full-time	8/25/76	8/30/76	None	New	+15 commute	MIS
19	M	18	S	GOAL	One Year Diploma	Yes-work-study	Seeking employment	8/76	9/9/76	None	-	-15 commute	KA
20	F	18	S	Clerk-typist	One-Year Diploma	No	Seeking employment	8/19/76	8/27/76	None	New	Apartment school area	LI
21	M	20	S	Mechanical Drafting	get courses needed to get a job	No	Employed full-time	1/7/76	8/23/76	None	Continuing	Room, school area	J
22	F	18	S	Business Administration Accounting	Two-Year Diploma	No	Employed full-time	8/16/76	9/1/76	None	New	Apartment school area	KA
23	M	24	S	Agriculture Mechanics	get courses needed to get a job	Work-study	Employed full-time	1975	NO SHOW	Student govern. board	-	+15 commute	J
24	F	18	S	Stenography	get courses needed to get a job	No	In Military service	1975	NO SHOW	Volleyball, basketball	-	-15 commute	J
25	M	22	S	Auto Mechanics	None	No	Employed Full-time	1975	NO SHOW	None	New	Fenway Hotel	C
26	M	19	S	Welding	get courses needed to get a job	No	Employed Full-time	12/1975	NOW SHOW	None	New	Apartment school area	J

SEMESTER 76-77 NO.	SEX	AGE	MARITAL STATUS	PROGRAM	GOAL IN MIND	HAD A JOB	PRESENT STATUS	V.T. ENTERED	V.T. DROPPED	ORGANIZATIONS PARTICIPATED IN	ADMISSION STATUS	HOUSING	REASON FOR TERMINATION (see code)
27	M	21	S	Welding	get courses needed to get a job	-20 hrs per week	Employed part-time	1975	NO SHOW	None	New	+15 commute	J
28	F	20	S	Business Administration accounting	Associate Degree	Work Study	Seeking employment	1975	NO SHOW	Olympics	-	+15 commute	M
[illegible]	M	23	S	Machinery Parts Sales	None	No	Employed full-time	1975	NO SHOW	Bowling	-	Apartment school area	J
30	M	20	S	Auto Mechanics	Two-Year Diploma	+30 yrs per week	Employed full-time	1975	8/19/76	None	-	+15 commute	C
31	M	26	M	Municipal Engineer Technician	Associate Degree	No	Attending a college full-time	1975	1976	None	-	+15 commute	C
32	M	19	S	Agriculture Mechanics	get courses needed to get a job	No	Employed full-time	1975	1976	None	-	+15 commute	M
33	M	20	S	Agriculture Mechanics	Two-Year Diploma	-20 hrs per week	Seeking employment	1974	1976	WTIA, Bowling	-	Apartment school area	J
34	M	20	S	Agriculture Mechanics	None	+30 hrs per week	Employed full-time	1975	1976	None	-	+15 commute	J
35	F	19	S	Retail Sales	get courses needed to get a job	+30 hrs per week	Employed full-time	1/7/76	18/13/76	None	New	Apartment school area	J
36	F	38	M	Nursing Assistant	get courses needed to get a job	20-30 hrs per week	Employed part-time	9/20/76	10/1/76	None	-	-15 commute	WP
37	M	24	S	Auto Mechanics	get certified and a diploma	No	Seeking employment	8/75	10/5/76	None	New	+15 commute	ATT
38	M	18	S	Food Preparation	get courses needed to get a job	Work STudy	Seeking employment	8/19/76	10/14/76	-	New	Apartment school area	DLS
39	F	18	S	GOAL	Associate Degree	Work Study	Un-employed	12/75	8/76	None	-	+15 commute	M

TABLE 28

TABLE 28

SEMESTER 76-77 NO.	SEX	AGE	MARITAL STATUS	PROGRAM	GOALS IN MIND	HAD A JOB	PRESENT STATUS	V.T. ENTERED	V.T. DROPPED	ORGANIZATIONS PARTICIPATED IN	ADMISSION STATUS	HOUSING	REASON FOR TERMINATION (see code)
40	M	21	M	Machinery Parts	One-Year Diploma	No	Employed part-time	1975	10/22/76	None	Continuing	Rent Room in School area	WP
41	F	19	S	Developmental	get courses needed to get a job	Work-study	Employed full-time	1975	1976	None	-	Lived with someone	NoP
42	F	19	S	Cosmetology	One Year Diploma	No	Seeking employment	8/19/76	9/7/76	None	New	+15 commute	PP
43	F	18	Sep	Clerk Typist	One Year Diploma	No	Homemaker	7/76	8/23/76	None	New	-15 commute	PP
44	M	19	S	Auto Mechanics	skills to get a job	+30 hrs per week	Employed full-time	8/19/76	10/14/76	None	New	Apartment school area	C
45	F	23	Sep	Cosmetology	One-Year Diploma	No	Homemaker	8/19/76	10/4/76	None	New	Apartment school area	CM
46	M	26	Sep	Welding	One-Year Diploma	No	Seeking employment	8/19/76	10/8/76	None	New	+15 commute	PP
47	F	18	S	Business machines	get courses needed to get a job	work-study	Employment Full-time	8/16/76	10/8/76	None	New	Apartment school area	J
48	M	20	S	Agriculture mechanics	None	No	Seeking employment	9/16/76	10/4/76	None	New	Apartment school area	MIS
49	M	38	D	Welding	get courses needed to get a job	No	Seeking employment	8/19/76	10/1/76	None	New	+15 commute	WP
50	M	19	S	Food Preparation	One-Year Diploma	No	Employed Part-time	8/16/76	9/1/76	None	New	Rent room near school	LI
51	F	18	S	Clerk typist	One-Year Diploma	Work-study	Employed Full-time	7/7/76	9/21/76	None	-	Rent room near school	J
52	F	19	S	Cosmetology	get courses needed to get a job	Work-study	Seeking employment	8/19/76	9/3/76	None	New	Apartment school area	WP

TABLE 28

SEMESTER 76-77 NO.	SEX	AGE	MARITAL STATUS	PROGRAM	GOAL IN MIND	HAD A JOB	PRESENT STATUS	V.T. ENTERED	V.T. DROPPED	ORGANIZATIONS PARTICIPATED IN	ADMISSION STATUS	HOUSING	REASON FOR TERMINATION (see code)
53	F	17	S	Business Administration Accounting	Two-Year Diploma	-20 hrs per week	Employed part-time	8/16/76	9/14/76	None	New	-15 commute	NA
54	M	18	S	Farm Operator Technician	be qualified to run a farm	+20 hrs per week	Employed part-time	8/16/76	9/15/76	None	New	Rent room school area	SCH
55	F	22	S	Ward Clerk	get courses needed to get a job	-20 hrs per week	Employed part-time	8/19/76	9/13/76	None	-	+15 commute	PP
56	F	18	S	Mechanical Drafting	One-Year Diploma	No	Employed full-time	8/23/76	11/8/76	None	-	-15 commute	WP
57	M	19	S	Auto Mechanics	Two-Year Diploma	No	Employed full-time	8/16/76	11/22/76	-	New	Rent room school area	LI
58	M	17	S	Welding	Get courses needed to get a job	-20 hrs per week	Employed part-time	8/31/76	11/1/76	None	New	-15 commute	LI
59	F	46	Sep	Practical Nursing	Associate Degree	No	Employed full-time	8/19/76	10/27/76	None	New	+15 commute	NA
60	F	18	S	Nursing Assistant	get courses needed to get a job	No	Employed part-time	9/20/76	10/29/76	None	New	-15 commute	WP
61	F	33	M	Cosmetology	get courses needed to get a job	No	Homemaker	1/4/76	11/4/76	None	New	+15 commute	M
62	F	19	S	Nursing Assistant	get courses needed to get a job	-20 hrs per week	Employed part-time	9/20/76	11/18/76	None	New	-15 commute	TE
63	M	21	S	Food Preparation	One Year Diploma	No	Seeking employment	8/10/76	11/19/76	None	-	+15 commute	LI
64	F	19	S	Clerk typist	One Year Diploma	No	Employed part-time	8/19/76	11/22/76	None	-	+15 commute	LI
65	F	18	S	Cosmetology	One Year Diploma	No	getting married	8/19/76	12/3/76	None	New	Apartment School area	NA
66	F	21	S	Food Preparation	get courses needed to get a job	No	Seeking employment	1975	12/3/76	None	-	Apartment School area	NoP

SEMESTER 76-77 NO.	SEX	AGE	MARITAL STATUS	PROGRAM	GOAL IN MIND	HAD A JOB	PRESENT STATUS	V.T. ENTERED	V.T. DROPPED	ORGANIZATIONS PARTICPATED IN	ADMISSION STATUS	HOUSING	REASON FOR TERMINATION (see code)
67	M	20	M	Recreational Equipment Service	get courses needed to get a job	NO	Attended Tech Inst. full-time	8/10/76	11/9/76	None	New	Apartment school area	M
68	M	18	S	Agriculture Mechanics	None	-20 hrs per week	Employed full-time	8/16/76	11/29/76	None	New	-15 commute	C
69	F	31	M	Nursing Assistant	get courses needed to get a job	No	Homemaker	10/18/76	10/19/76	None	New	-15 commute	H
70	F	19	M	Business Machines	get courses needed to get a job	No	Homemaker	8/19/76	11/22/76	None	New	+15 commute	H

TABLE 28

RECOMMENDATIONS

Since so many of the drop-outs are now employed and employment is the goal of vocational education, should we concern ourselves further with this group. The type of employment they have secured may be the deciding factor here. Even though they did drop-out, maybe we did provide the assistance they needed to make a career decision. We should not be disappointed or feel we have failed if the individual quits school to take a job of his/her choice.

We should have a list of all drop-outs who indicate they would be interested in future attendance at Southwest Tech. After an interval (maybe 1 year) they should be contacted and encouraged to return to school.

There isn't much the school can do to ease the problem of resentment over attendance policies, as this has been left up to the instructor, other than to enforce a uniform, school-wide attendance policy. However, if students were aware of the attendance policy upon enrolling at Southwest Tech, there may be fewer gripes.

Many times a student cited a particular class or program which did not meet his/her needs. It might be helpful if the teacher and division chairperson were given copies of questionnaires concerning their own areas. They would be the best judge of whether or where improvements are needed.

CONCLUSIONS

1. Females have proportionally higher attrition rates than males.
2. The highest drop-out rate is for the age group 20-25.
3. The percentage of those married among drop-outs is greater than those married among persisters.
4. The vocational diploma program had the largest percentage of drop-outs.
5. The programs with highest attrition rates are Mechanical Drafting, Food Preparation Assistant, and Retail Sales.
6. The highest percentage of drop-outs stay at home and commute over 15 miles one way.
7. A high percentage of drop-outs are making car payments.

8. The main problem drop-outs had financing their education was ineligibility for grants.

9. Drop-outs are choosing immediate employment over education for future employment.

10. Most drop-outs felt they had been forced to take unnecessary courses.

11. Most drop-outs were satisfied with their program choices and schedules.

12. Most drop-outs were more interested in obtaining skills for employment than obtaining the certificate or diploma.

13. A high percentage of drop-outs were employed while attending Southwest Tech.

14. Almost none of the drop-outs were involved in any extra-curricular activities while at Southwest Tech.

15. Over half the drop-outs felt their instructors had tried to keep them enrolled.

16. A slight majority of the drop-outs indicated they wished they could have remained in school.

17. Many drop-outs (52.9%) are not interested in attending any school in the future.

18. Mandatory attendance was criticized often by drop-outs.

19. A little under half the drop-outs felt they had gotten what they wanted from this vocational school.

Table #28 summarizes the statistical data for each of the 70 respondents who participated in this survey. The codes listed below will aid in the interpretation of the data.

Atl	Attendance Problems	PP	Personal Problems
LI	Lack of Interest	C	Not Challenged
J	Has a Job	NP	Work is low, Failing, no Progress
LJ	Looking for a Job	GM	Getting Married
M	Money	SCH	Going to another School
H	Health	MIS	Miscellaneous
WP	Wrong Program	DLS	Did not Like School
TE	Teacher	NA	No Answer

RECOMMENDATIONS

1. Students need help handling their finances. They might be able to benefit from budgeting skills being incorporated into their classes early in the fall semester.

2. As much as possible, schedules should be made convenient for those students employed part-time and those riding with others.

3. Institutional evaluation of the diploma or certificate - is is really so important? Or is it more important for students to choose their own needs?

4. Possibly the "loan" (as opposed to a grant) could be more effectively "sold" to the student.

5. The instructor should be informed immediately when dissatisfaction with a class is voiced. Many times the counselor will be the first to know of dissatisfaction.

6. Campus organizations should seek out interested students instead of vice versa. Possibly the student could indicate his interests sometime during enrollment.

7. Instructors at Southwest Tech should be commended for the concern they have shown the individual student especially in encouraging a drop-out to stay in school.

8. Re-evaluate our own attitudes about job-outs, maybe they should be considered our successes instead of our failures.

9. We should have available a list of any drop-outs who indicated they would be interested in future attendance at Southwest Tech. They should be contacted after a reasonable interval of time.

FUTURE STUDY

1. A study of similar nature might be conducted by individual departments. This might be the most practical method of initiating changes if any are needed. The comments of a drop-out are as important as the comments of graduates.

2. Telephone follow-up of the survey proved worthwhile and might be used again.

3. A study of female drop-outs may provide some insight to the proportionately high female drop-out rate.

ATTRITION STUDY AND PILOT RETENTION PROGRAM FOR STUDENTS ENTERING NORTH CENTRAL TECHNICAL INSTITUTE IN THE FALL OF 1976

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PURPOSE:

The purpose of this project is to conduct a pilot study at North Central Technical Institute attempting to reduce the attrition rate and compare those who persist against those who dropout. Much of the efforts rely on information gathered during last year's study, STUDENT ATTRITION IN THE WISCONSIN VTAE SYSTEM - PHASE I. It is hoped that such information would enable the school to assist both the student and the program so that both meet their objectives and attrition is reduced.

METHODOLOGY:

The general methodology for Phase I beginning July 1, 1976 is two pronged. The first part is to conduct a pilot program at North Central Technical Institute in an attempt to reduce attrition in that school by using the first year's research data. The pilot program consists of identifying the potential dropout early and then giving that person some extra help to ensure completion of the program. The second prong was to establish a system, based on Phase I data, to obtain needed information on a regular basis from students withdrawing from programs. (See Illustration 1).

PROCEDURES:

As many students as possible entering for their first semester in August of 1976 were given an attitude test developed by James Woolsey, faculty member, to predict potential persisters or non-persisters. (See Appendix C). The test was administered in the Communications I classes in an attempt to test as many new students as possible without disturbing the system of classes. The tests were run through a computer at the University of Wisconsin - Stout and the results analyzed at North Central Technical Institute where students were categorized into two groups, possibly non-persister and possible persister. The test was used by staff as a predicter without the use of GPA and high school rank figures because of time limitations and the difficulty of obtaining the other figures on such short notice. Special attention was to be directed to half the non-persister group. Programs where this would take place were generally picked by the number in that program taking the predicter test. Also taken into consideration was the attrition record of the program. As imperfect as the method was, it produced enough people for a comparison run. The group identified as potential persisters were left to go as any other group of incoming students. The group of potential dropouts was divided in half. One half (the control group) was allowed to proceed as any other group of students. The other half of the potential dropouts (the experimental group) had their names given to the instructors in individual programs with the idea that those students would be given more attention. (See Appendix D)

North Central Technical Institute
Research & Development
Student Attrition Study
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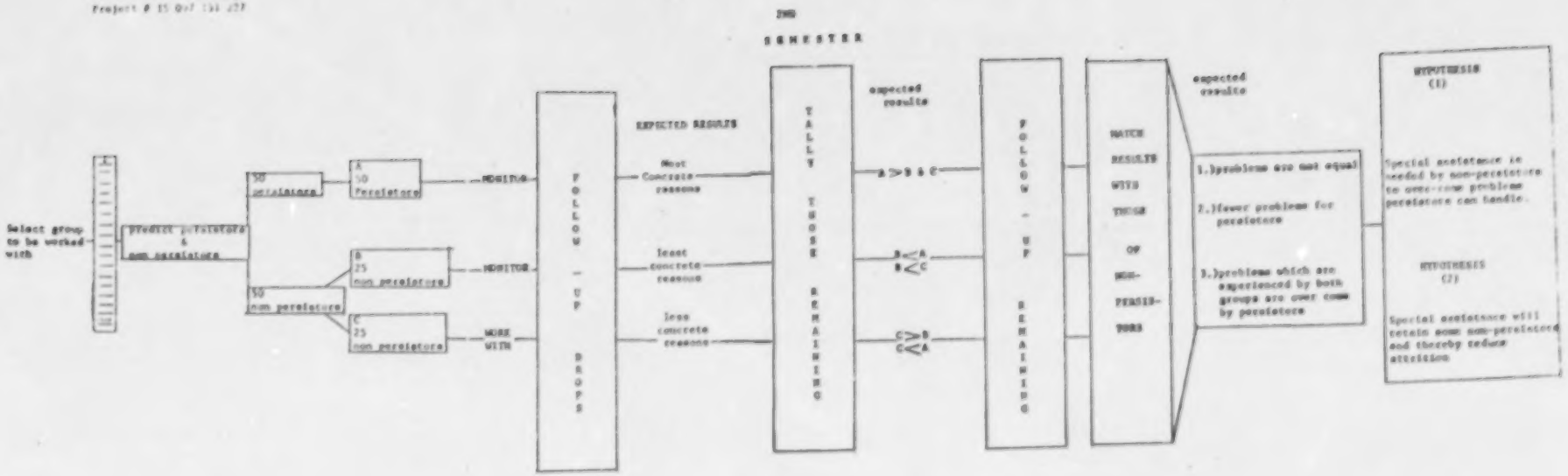


Illustration 1

TABLE 29

AGE OF 56 DROPOUT RESPONDENTS COMPARED TO AGE OF 146 PERSISTER RESPONDENTS

PERSISTERS			DROPOUTS	
PERCENT	NUMBER OF RESPONDENTS	AGE	NUMBER OF RESPONDENTS	PERCENT
-	-	17	1	1.8
7.6	11	18	24	42.9
35.9	52	19	7	12.5
26.9	39	20	7	12.5
6.9	10	21	2	3.6
4.8	7	22	1	1.8
3.4	5	23	1	1.8
2.8	4	24	2	3.6
2.1	3	25	-	-
2.8	4	26	-	-
2.8	4	27	2	3.6
2.1	3	28	1	1.8
.7	1	29	-	-
-	-	30	-	-
.7	1	31	-	-
-	-	32	3	5.4
-	-	33	-	-
-	-	34	-	-
-	-	35	1	1.8
-	-	36	-	-
-	-	37	-	-
-	-	38	1	1.8
-	-	39	-	-
-	-	40	-	-
-	-	41	1	1.8
.7	1	42	-	-
-	-	47	2	3.6
-	-	57	1	1.8

There is quite a difference between the persisters and dropouts when it came to responses by sex. This seemed to say more about the sample groups than about attrition, however.

TABLE 30

QUESTIONNAIRE RESPONSE BY SEX

	PERSISTER n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	0	0	0	0
Male	100	68	25	45
Female	46	32	31	55

There were more people in the married, divorced, and separated categories who dropped out than persisted. It could be said that single people are more flexible and more "traditional students" thus better equipped to handle technical school. However, married, divorced, and separated students may tend to be older and looking more for a job than a degree. Not fitting in as traditional students, they may have a greater tendency to leave before completion if a good alternative presents itself.

TABLE 31

MARITAL STATUS OF PERSISTERS AND DROPOUTS WHILE AT NORTH CENTRAL TECHNICAL INSTITUTE

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	0	0	0	0
Single	125	86	35	63
Married	21	14	16	29
Divorced	0	0	4	07
Separated	0	0	1	02

The response to question number four did not show much for the persisters because 100% of them are in school yet. Perhaps it would be useful to follow-up both persisters and dropouts two years after they leave North Central Technical Institute, but that data was not needed for this study. The table below does show that 23% of the dropouts are actively seeking employment and only 34% are employed full-time. Dropouts do not compare very favorably with graduates and non-graduate completors who respond to the six month follow-up questionnaire. Remember, these dropouts left during first semester and consequently have learned very little in the way of skills from North Central Technical Institute.

TABLE 32

RESPONSE OF PERSISTERS AND DROPOUTS TO QUESTION #4:
"PLEASE INDICATE YOUR PRESENT STATUS"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No reply	0	0	0	0
Employed Full-time	0	0	19	34
Employed Part-time	0	0	9	16
In military service	0	0	0	0
Homemaker	0	0	4	07
Attending college or university full-time	0	0	2	04
Attending a technical institute full-time	146	100	3	05
Seeking employment	0	0	13	23
Other	0	0	6	11

It was interesting to note that both the dropouts and the persisters responded about the same way to question number five about transportation as a possible obstacle to completing school. (See Table 33). Evidently transportation was not a major cause of leaving early.

TABLE 33

PERSISTERS AND DROPOUTS RESPONSES TO QUESTION #5: "WAS TRANSPORTATION A MAJOR PROBLEM WHILE YOU WERE ATTENDING SCHOOL?"

	PERSISTER		DROPOUT	
	#	%	#	%
No Reply	1	01	0	0
No	116	79	43	77
Yes	29	20	13	23

The responses to question number six were also very similar for both groups. Fewer dropouts were making car payments than were persisters. (See Table 34). Thus car payments should not have been a reason to leave early.

TABLE 34

RESPONSES OF PERSISTERS AND DROPOUTS TO THE QUESTION: "WERE YOU MAKING CAR PAYMENTS WHILE ATTENDING SCHOOL?"

	PERSISTER		DROPOUT	
	#	%	#	%
No Reply	0	0	0	0
No	38	26	10	18
Yes	108	74	46	82

In answering question number seven, again there was no astounding difference in the responses. Dropouts had a greater tendency to live at home but only by 7%. More persisters than dropouts rented a room in the school's area. This supports other data collected by previous surveys which found that people who rented rooms had less tendency to dropout than those who rented apartments. But again, the difference is only 5%. It is interesting that 61% of the dropouts chose to remain at home while attending school. Besides financial reasons, there could also be strong home ties that could have an effect on the decision making of the student. Also, quite a few dropouts were married, divorced, or separated which would probably put them in the "living at home" category. (See Table 31). Of the 13% of the dropouts who responded to other, the majority of them wrote in that they were staying at the University of Wisconsin Marathon Campus dormitory.

TABLE 35

RESIDENCE STATUS OF PERSISTERS AND DROPOUTS WHILE ATTENDING NORTH CENTRAL TECHNICAL INSTITUTE

	PERSISTERS		DROPOUTS	
	#	%	#	%
No Reply	0	0	0	0
Stay at home and commute less than 15 miles one way.	38	26	18	32
Stay at home and commute more than 15 miles one way.	41	28	16	29
Rent a room in the technical school's area.	17	12	4	07
Rent an apartment in the school's area.	42	20	11	20
Other	8	05	7	13

Question number eight brought some very revealing responses. Only 41% of the dropouts stated any employment at all compared to 61% of the persisters stating employment. The thought is often expressed by educators that working interferes with school and causes people to leave. Indications of this were found in Phase I of this study. But this response shows just the opposite for the situation at North Central Technical Institute. Notice that 30% of those that dropped out were working more than 20 hours per week. However, 34% of the persisters were working that hard. The persisters do register more male response which might have some effect on the percentages. However, this response does offer some food for thought. Notice that only 5% of the dropouts are on workstudy programs. The percentages are more interesting when you consider the dropouts stated that finances did not cause them to drop from school early.

TABLE 36

RESPONSES OF PERSISTERS AND DROPOUTS TO THE QUESTION "WERE/ARE YOU EMPLOYED WHILE ATTENDING SCHOOL?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	1	01	1	02
No	57	39	33	59
Yes, Workstudy job at school.	16	11	3	05
Yes, less than 20 hours per week.	22	15	2	04
Yes, between 20 hours and 30 hours per week.	34	23	9	16
Yes, more than 30 hours per week.	16	11	8	14

The response to question number nine was different for the two groups. However, the questions were worded a bit differently. The dropouts were asked if finances caused them to leave school, whereas the persisters were asked if they had encountered financial problems since being in school. (See Appendix E & F for exact wording on questionnaire.)

While 46% of the persisters encountered financial problems and 27% thought financial problems could be a cause for leaving (See Table 49), only 23% of the dropouts stated they had financial problems in Table 39 and only 5% in Table 49. Finances do not appear to be the real problem for dropouts.

TABLE 37

FINANCIAL PROBLEMS AS POSSIBLE CAUSE FOR LEAVING
FOR PERSISTERS AND DROPOUTS

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	1	01	0	0
No	78	53	43	77
Yes	67	46	13	23

Question number ten asked about requesting financial aid and the responses are displayed in Table 38. The difference in the responses was surprising. The persisters had a greater tendency to answer the question and their answers were quite a bit different from those of the dropouts. The response to this question may demonstrate attitude more than quantitative fact. Only those dropouts who answered "yes" to survey question number nine were encouraged to respond to question number ten. That is why only 29% responded as opposed to 66% of the persisters. The question read, "If finances were a problem, why did you not seek financial aid?" Notice that 34% of the persisters sought financial aid and are now receiving it. That choice was not available to those who dropped out, but of the eleven dropouts selecting "other", only four (7%) wrote that they were receiving aid. One person wrote that aid was not worth applying for because it was so minimal and another wrote that her papers were lost by the bank she applied to. Otherwise the answers were vague and hardly to the point. The data does not point out whether the dropouts left because they had no financial aid or because the same weak effort that was put toward solving their financial problems was also put toward school in general. But in perusing the data available, the latter appears to be the case. This same situation might also be reflected in Table 36 which shows only 41% of the dropouts involved with any type of employment. Another point worth noting in Table 38 is the response to the choice, "I did but was turned down." Notice 15% of the persisters had tried to get financial aid and were turned down, but only 4% of the dropouts tried. This figure may be affected by the high percentage (71%) who did not reply to this particular question, but keep in mind that those who did not respond stated finances were not a cause for their leaving anyway.

TABLE 38

RESPONSE OF PERSISTERS AND DROPOUTS TO QUESTION NUMBER 10: "IF FINANCES WERE A PROBLEM, WHY DID YOU NOT SEEK FINANCIAL AID?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	46	32	40	71
Yes, and I am now receiving financial aid.	50	34	0	00
I did but was turned down.	22	15	2	04
Did not know it was available.	3	02	1	02
Process too complicated.	4	03	2	04
Must give too much private information.	5	03	0	00
Other.	16	11	11	20

Now begin the actual questions about the educational system here at North Central Technical Institute. Much has been said about the educational system turning the students sour on education by not letting them know enough about the school before getting them enrolled. Evidently this is not a major cause of dropping out. Notice the similarity of responses between the persisters and dropouts in Table 39. Twenty-seven percent of the dropouts said they did not have enough information at the time of enrollment, but that is only 6% higher than the response of the persisters.

TABLE 39

RESPONSE OF PERSISTERS AND DROPOUTS TO THE QUESTION: "DO YOU FEEL YOU HAD ENOUGH KNOWLEDGE ABOUT THE SCHOOL TO MAKE A GOOD CHOICE OF PROGRAM AT THE TIME OF ENROLLMENT?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	0	00	0	00
Yes	116	79	41	73
No	30	21	15	27

The similarity of response carries into the question of program selection. There is very little difference between the two groups when you compare the responses displayed in Table 40. If there is a difference, the dropouts show a more positive attitude toward program selection than do the persisters.

TABLE 40

RESPONSE OF PERSISTERS AND DROPOUTS TO THE QUESTION: "DID YOU ENROLL IN THE PROGRAM WHICH YOU ORIGINALLY WANTED?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	1	01	0	00
Yes	125	86	52	93
No, I was counseled into another one.	3	02	0	00
No, my first choice was filled.	9	06	3	05
No, (Other)	8	05	1	02

The positive response of the dropout follows through to the next subject of taking classes there is no need for - an often heard complaint from students. This positive response by the dropout toward the school, however may indicate a poor response toward him or herself - something called self-image or attitude. Remember too that the persisters were questioned as soon as they left school in their first semester. Persisters, while being more assertive, also have a more indepth picture of the school because of the length of time they have attended. Table 41 shows that only 34% of the dropouts were forced to take classes they had no need for compared to 59% of the persisters. More dropouts than persisters thought their classes were relevant. Therefore taking classes they had no need for does not seem to be a critical factor in causing non-persisters to leave.

TABLE 41

RESPONSE OF PERSISTERS AND DROPOUTS TO SURVEY QUESTION NUMBER 13:
"DO YOU FEEL YOU WERE FORCED TO TAKE COURSES
YOU HAD NO NEED FOR?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	7	01	0	00
No	59	40	37	66
Yes	86	59	19	34

The next question asked about the same subject in a different way. Many students are not forced to take courses they have no need for, but they express feelings of not being able to take courses they would like to take. This happens because of schedule conflict or full classes and is thought to sometimes affect a student's attitude about remaining in school. But according to the response rate illustrated in Table 42, that was not a particular problem among the dropouts. As a matter of fact, almost twice as many dropouts as persisters said they got the courses they wanted. Of course, persisters remained longer and, therefore, had more problems with getting courses they wanted. But, at least this data shows that the dropouts were not forced out because they did not get the courses they wanted.

TABLE 42

RESPONSE OF THE PERSISTERS AND DROPOUTS TO SURVEY QUESTION NUMBER 14: "WHEN YOU BEGAN SCHOOL, WERE YOU ABLE TO TAKE THE COURSES YOU WANTED?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	0	00	0	00
Yes	123	84	44	79
No	23	16	12	21

Sometimes students have part-time jobs or car pools to worry about and schedules are crucial. With that in mind survey question number 15 was asked of both groups to determine whether or not better time scheduling might possibly help to retain more students. The responses recorded in Table 43 not only refute that hypothesis, but demonstrates that persisters are more dissatisfied about time schedules than the dropouts are. Evidently scheduling is not a major reason for non-persisters leaving early.

TABLE 43

RESPONSE OF THE PERSISTERS AND DROPOUTS TO SURVEY QUESTION NUMBER 15: "WHEN YOU BEGAN SCHOOL, WERE YOU ABLE TO GET THE TIME SCHEDULE OF CLASSES YOU WANTED?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	0	00	1	02
Yes	106	73	47	84
No	40	27	8	14

Besides knowing about a school at the time of enrollment, knowing what to expect is at times deemed important in relationship to how well a student handles what he or she encounters while attending. Many of the students who attend North Central Technical Institute come to Wausau from outlying rural areas of the district. They have nothing to relate the vocational technical school with in their home areas. Therefore these students could not possibly expect to encounter the things that they do once they arrive and begin participating in classes. To answer this query survey question number 16 was added. The response, however, was almost the same from both groups. Notice in Table 44 only 06% of the persisters thought classes at North Central Technical Institute were easier than expected while 11% of the dropouts thought they were. This is interesting when comparing these responses to the responses in Table 52 where 25% of the persisters thought the school was too much like high school. There only 07% of the dropouts thought the same way.

TABLE 44

RESPONSE OF PERSISTERS AND DROPOUTS TO SURVEY QUESTION NUMBER 16: "WHEN YOU BEGAN SCHOOL, DID THE CLASSES MEET YOUR EXPECTATIONS?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	0	00	2	04
Yes	73	50	26	46
No, they were tougher	26	18	8	14
No, they were easier	9	06	6	11
No, but the reasons are varied	28	19	11	20
No (Other)	10	07	3	05

According to several articles on attrition, encouraging a student to become involved with the school and other students is one way to integrate him or her into the system. Many researchers and educators believe this type of involvement reduces attrition substantially. According to Alexander W. Astin in his book Preventing Students from Dropping Out, p. 108, "4. Participation in extracurricular activities, especially membership in social fraternities or sororities, is also significantly related to staying in college. These findings support the theory that student persistence to some extent depends on the degree of personal involvement in campus life and environment."

Of course the question arises, "Does participation in such activities cause a student to remain or does the same type of student who has the propensity to join clubs also have the tendency to stay in school until completion?" At any rate, the studies at North Central Technical Institute seem to support other findings that indicate there is a relationship between participation and retention. In Table 45, no student is counted twice. As soon as a student indicated participation in some activity, that was the last time he or she was counted. Persisters had a tendency to be involved in more than one activity, but for computing purposes, only their first selection was counted. Otherwise, the other choices would be higher than they are, the dropouts were counted the same way.

TABLE 45

SURVEY QUESTION NUMBER 17: "PLEASE CIRCLE ALL THE STUDENT ORGANIZATIONS YOU PARTICIPATED IN WHILE IN TECHNICAL SCHOOL."

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	2	01	2	04
None	36	25	35	63
Departmental club	93	64	12	21
Student Governing Board	1	01	1	02
Other	14	10	6	11

Students attend technical school for varied reasons. Some educators believe that the original motivation for going to school might be related to completion or attrition. With that in mind survey question number 18 was asked. The biggest difference between the two groups was their selection of choices #4 and #8. A high percentage of dropouts (21%) chose "other" as their selection. Actually, most of the explanations they wrote into the space provided were already given as choices above. Perhaps the question was not worded well or perhaps this response indicates something about dropouts. Dropouts had a tendency throughout the entire questionnaire to answer vaguely whenever possible. This seems to be a constant theme. Persisters, for the most part, answer directly in well defined terms. Dropouts' responses show less assertiveness and are often nebulous. Choice Number 4 "Could not find a job and decided school was a good alternative" received 13% of the dropouts' responses. Perhaps school was not for them either or perhaps a job finally came along. More persisters than dropouts wanted a degree. Surprisingly enough, quite a few persisters (8%) were not sure what they wanted to do when they enrolled. Only 2% of the dropouts chose that selection. A high percentage of both groups wanted skills to get a job.

TABLE 46

SURVEY QUESTION NUMBER 18: "WHY DID YOU ENROLL IN VOCATIONAL TECHNICAL SCHOOL?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	0	00	0	00
Parents forced me to go	2	01	2	04
Counselor directed me	8	05	1	02
Friends talked me into it	1	01	2	04
Could not find a job and decided school was a good alternative	6	04	7	13
Wanted skills to get a job.	70	48	23	41
Wanted a degree in the program I enrolled in	38	26	7	13
Was not sure what I wanted to do so thought I would try school	11	08	2	04
Other	10	07	12	21

Survey question number 19 somewhat compliments the one which precedes it. There were some sharper distinctions in some areas, however. Again there was a high percentage of "other" choices among the dropouts. But more important than that, 43% of the dropouts chose something else besides a degree or a diploma whereas only 17% of the persisters chose anything but a degree or diploma.

TABLE 47

SURVEY QUESTION NUMBER 19: "DID YOU HAVE ANY GOAL IN MIND WHEN YOU ENTERED TECH?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	0	00	0	00
No	6	04	3	05
Yes, an associate degree	81	55	14	25
Yes, a 2 yr. diploma	28	19	12	21
Yes, a 1 yr. diploma	12	08	6	11
Yes, to get the courses I needed to get a job	14	10	14	25
Other	5	03	7	13

Survey question number 20 was open ended so words would not be put in the students' mouths. The question read: "If there is one reason you could pick for leaving school early, what would it be?" The responses varied, but one point did stick out. The persisters consistently replied that a good job in their field of study would make them consider an early out. The dropouts, however, wrote in many vague answers, often citing personal reasons and stating that they were going to look for a job. The part about looking for a job is important because it was normally written in the vein of making money - not following a career interest. The term "job out" is often used in describing reasons why students leave before completing their courses of study. A "job-out" is a student who finds a job in his career field and takes it though he or she does not yet have a degree. This type of action is probably as a student approaches the end of a program, but it is difficult to believe a first semester student has acquired the skills to land him or her a job good enough to justify dropping out.

The response to survey question number 20 seems to support that belief. The comments were reviewed for content but were not recorded for this report.

Do dropouts regret their decisions? That query was approached in survey question number 21: "Do you wish you could have remained in school?" It was altered for the persisters to read, "Do you hope to remain in school and graduate?" There was a big difference in response, but you must remember that persisters questioned were the last part of their last semester and held the end in sight. The dropouts were first semester people and depending how far they were in first semester, they might not even have been able to see the beginning yet, never mind the end. It is interesting to note how many dropouts actually wished to remain. Note in Table 51 that 47% of the dropouts plan to get back into some type of school.

TABLE 48

ASPIRATIONS OF PERSISTERS AND DROPOUTS
TOWARD COMPLETING SCHOOL

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	1	01	2	04
Yes	143	98	41	73
No	2	01	13	23

Survey question number 22 compliments survey question number 20. However, question number 22 suggests reasons for the student's leaving. For the persisters, survey question number 22 read as follows: "If you could pick one reason to withdraw from school, it would be because of need for...?" For the dropouts question number 22 read: "I would have remained if I had...?" (See Appendix E & F) There was quite a difference in the response and careful analysis is needed to interpret data such as that displayed in the table below. Notice how 27% of the persisters stated need for financial aid would cause them to dropout. Only 5% of the dropouts chose financial aid. The next most often chosen selection by the persisters (16%) was class schedule. That is perhaps their biggest gripe, especially since they were surveyed in their last semester. Now lets look at the dropouts' most often chosen selection - "other" at 41%. Looking through the comments after the "other" selection I found something very typical of dropouts - vague responses.

This is further evidence that dropouts often do not have problems they can readily define. This is why exit interviews and forms must be expertly executed if the dropout is not to be given an excuse by the school for leaving. Notice too that the next most often chosen selection of the dropouts was a need for more help with problems (16%).

TABLE 49

PERSISTERS AND DROPOUTS' PERCEPTION OF REASONS LEAVE SCHOOL BEFORE COMPLETION

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	10	07	4	07
More counseling	2	01	1	02
Better counseling	1	01	2	04
More help with my problems	9	06	9	16
Better schedule	23	16	5	09
Better classes	17	12	2	04
Better instructors	15	10	5	09
Financial aid	40	27	3	05
Different method of instruction	10	07	2	04
Others	19	13	23	41

Curiosity about how much help dropouts do get (or how much they think they get) was answered by survey question number 23: "Do you think the faculty and staff tried to help you stay in school?" It is interesting to note that the persisters thought they got more help (69%) than the dropouts thought they got (50%). Much depends on the students' attitudes, however, and how they define the word "help". Perhaps it was sought after more actively by the persisters just like they sought out the clubs and activities. More help with problems is a significant concern of the dropouts according to Table 49 and the responses to the open-ended survey question number 29. Notice in Table 50 that 21% said they got no help and

07% stated no they were just another number. Notice that again the selection, "other" was chosen more often by the dropouts. Most of the comments written into that selection dealt with finances or stated that help had nothing to do with leaving - the student's mind was made up.

TABLE 50

PERSISTERS AND DROPOUTS' PERCEPTIONS OF HELP RECEIVED WHILE ATTENDING NORTH CENTRAL TECHNICAL INSTITUTE

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	1	01	3	05
Yes	68	47	19	34
Yes, but not very much	32	22	9	16
No	22	15	12	21
No, I am just another number	15	10	4	07
Other	7	05	9	16

There is much discussion about what dropouts do or intend to do after leaving school. Survey question number 24 was designed to record that data and compare it with data gathered from persisters. Notice that 16% of the dropouts did not reply at all to that question. Perhaps this shows a certain amount of uncertainty about what they are going to do, thus demonstrating the lack of planning on the part of the dropout. It was interesting to note that 29% of the persisters thought they might be coming back to North Central Technical Institute sometime after graduation and 30% of the dropouts thought they might return. The thought of returning to school again is supported by many other studies which show that often happens. It happens so often that schools are trying to reclassify some of their early leavers during exit interviews to make it easier for them to get back into school.

Dropping out is difficult to distinguish from stopping-out, a move which seems to be on the increase lately. According to Gordon F. Sander in his article in the January 16, 1977 New York Times: "Other data confirms that many students who left college in the 1960's and were written off as dropouts - students who had given up on college for good - were in fact long-term stop-outs. A 1971 nationwide study conducted by the American Council on Education showed that of 25,000 freshmen in the class of 1965, only 47 percent graduated on time. Yet, of those who didn't, no less than 84 percent expected to eventually earn their degrees and 51 percent anticipated going to graduate school. Clearly, the age of the staggered college degree has arrived."

TABLE 51

SCHOOL PREDICTIONS AFTER LEAVING NORTH CENTRAL TECHNICAL INSTITUTE FOR PERSISTERS AND DROPOUTS

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	1	01	9	16
Yes, this technical school	43	29	21	38
Yes, another technical school	3	02	3	05
Yes, a university or community college	18	12	2	04
No	81	56	21	38

Sometimes a complaint is heard from a student that North Central Technical Institute is too much like high school, so in order to check dropouts' perceptions of the school, survey question number 25 was added. To balance the data, the same information was gathered from the persisters. The data is displayed in Table 52. Note the difference in response rate to the selection stating North Central Technical Institute is too much like high school. Again, the persisters are more critical. Note also that 9% of the dropouts did not reply and 20% chose the selection, "other". The same percentage of persisters and dropouts thought the school was just right. Notice too that very few (04%) dropouts thought the school did not meet their needs.

TABLE 52

PERSISTERS AND DROPOUTS PERCEPTION OF NORTH CENTRAL TECHNICAL INSTITUTE IN ANSWER TO SURVEY QUESTION NUMBER 25

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	1	1	5	09
Too much like high school	37	25	4	07
Too big and confusing	0	0	4	07
Just right	81	55	30	54
Does not meet my needs	5	03	2	04
Other	22	15	11	20

There was some concern after last year's study that perhaps the students were meeting their needs and then dropping out. To find out more about that, survey question number 26 was added and the responses of the persisters and dropouts were compared. As you peruse Table 53, note that 52% of the dropouts said that they got what they wanted from this school. That is not bad considering only 85% of the persisters got what they wanted from the school. Note too, the high percentage (13%) of dropouts who never answered that question.

TABLE 53

RESPONSE OF PERSISTERS AND DROPOUTS TO SURVEY QUESTION NUMBER 26: "DID YOU GET WHAT YOU WANTED FROM THIS SCHOOL?"

	PERSISTERS n=146		DROPOUTS n=56	
	#	%	#	%
No Reply	0	0	7	13
Yes	124	85	29	52
No	22	15	20	36

Survey question number 27 was completely open ended and asked, "What could this school do to offer better services to you?" Of the 56 dropouts who answered the questionnaire, only 33 (59%) wrote a response to that question. Nine of those 33 responses were simply the word, "nothing" or "none". Of the remaining 24 responses, six requested better counseling or help with problems and another six comments concerned unnecessary classes, teacher attitudes, and class schedules. The twelve remaining comments ranged from helping dropouts find jobs to having a child care center. Only two of those twelve mentioned anything about finances. Essentially only 24 of the 56 respondents (less than 50%) had any comment about what the school could do to improve its services to the student body. In general, the dropouts were not very critical and did not answer the question very clearly.

On the other hand, the persisters stated what they thought in no uncertain terms. Only 43 of the persisters (30%) did not answer the question. Only a few of those who did answer, said there was nothing the school could do to improve its services - 13 of them. There were three major areas of interest among the persisters, 1. Lounge, food, Recreation, Physical Education, and Housing; 2. Evaluation of classes and teachers and; 3. Curriculum. Just the choice of what the persisters chose to write about so far as the school improving its services, separates them from the dropouts. As with other parts of the survey, the distinction between persisters and dropouts lies more in how they responded to questions rather than what their response was. For instance, 17 persisters wrote about recreation, 37 of them wrote about improving class or teacher evaluation, and 36 persisters wrote about curriculum. Even after taking into consideration the longer amount of time persisters have been at North Central Technical Institute, their responses are more precise, better defined, and more assertive than those for the dropouts.

This same characteristic applies to the compared responses to question number 28. Look at Tables 54 & 55. It is sometimes alluded to that dropouts leave because they do not see the need for general education courses, and being forced to take those courses forces the potential dropout to leave early. The responses to question number 28 do not support that idea. For one thing, the dropouts rated the general education courses higher than the persisters did. But the important distinction is between the ratings for courses in the major area and courses in the general education area when the range of different responses is compared between the persisters and dropouts.

TABLE 54

PERSISTER RATINGS OF COURSES IN GENERAL EDUCATION
VERSUS COURSES IN MAJOR

COURSES IN GENERAL EDUCATION			COURSES IN MAJOR	
AVERAGE	NUMBER OF RESPONSES	RATING SCALE	NUMBER OF RESPONSES	AVERAGE
	60	1 Excellent	159	
	61	2	163	
	75	3 Average	91	
	57	4	42	
	51	5 Poor	17	
2.93				2.11

TABLE 55

DROPOUT RATINGS OF COURSES IN GENERAL EDUCATION
VERSUS COURSES IN MAJOR

COURSES IN GENERAL EDUCATION			COURSES IN MAJOR	
AVERAGE	NUMBER OF RESPONSES	RATING SCALE	NUMBER OF RESPONSES	AVERAGE
	26	1 Excellent	40	
	32	2	18	
	32	3 Average	28	
	18	4	15	
	9	5 Poor	4	
2.59				2.29

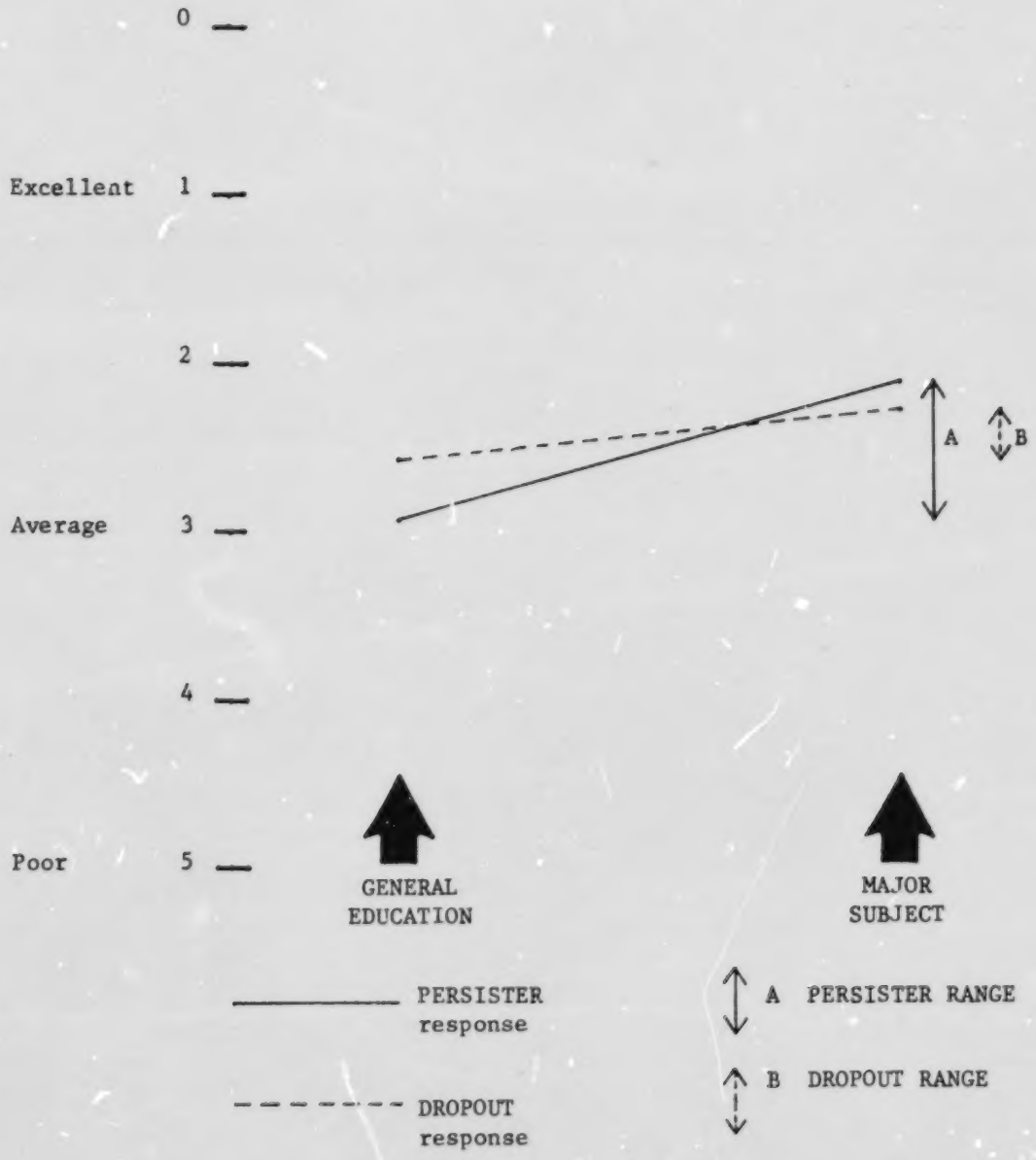
For a clearer picture, turn to Graph Number 1 and study it carefully. Notice Line "A" on the graph representing the response range of the persisters. Notice Line "B" on the graph representing the response range of the dropouts. Line "B" is much shorter than line "A". The persisters showed a greater disparity in their responses than did the dropouts. This type of response is typical of the dropout. When there is a chance for the dropout to choose the selection "other" in a multiple choice question the dropout will do just that rather than choose a definite response. In answer to open ended questions, the dropouts often give nebulous answers which seem to drift rather than be specific. And in answering question number 28, the dropout did not rate one area very much different from the other. The persisters definitely rate courses in their major area above courses in general education. However, there was very little disparity between the two types of classes when the dropouts rated them. This not only demonstrates that the dropouts do not leave because of a dislike for general education courses, but also, shows a consistency among the dropouts to not show any definite distinctions about anything.

The responses to survey question number 29 parallel the responses to question number 27. Question number 29 asks, "Please take a few minutes and write down anything you think was not asked but should be commented on." Dropouts responded differently and pointed out different subjects. Most of the dropouts' remarks (14) centered on personal problems and finances. About half that number (6) made remarks about the need to feel at home at school. Only four had anything to say about curriculum or instructional method, only three said they could not keep up, and only two had anything to say about class or instructor evaluation. About 52% of the dropouts responded. However, only 41% of the persisters responded to the last, general, open ended question. What the persisters did write was interesting, however, especially when compared to what the dropouts had to write. The persisters commented most often (33 times) about course and instructor evaluation. Their next biggest concern was being made to feel at home at school. There were fourteen people who commented on that. Next was their concern for attendance policy and student activities. Two persisters did comment on the questionnaire, itself.

Besides the responses that were given, much information can be gathered from the response patterns of the dropouts compared to those of the persisters. The persisters concentrate on things the school should do or be doing while the dropouts concentrate on personal problems and excuses. There is a definite difference in attitude between the two types of students that seem present in the responses throughout the entire questionnaire. Nothing is brought out through the responses to the questionnaire as much as this difference in attitude.

GRAPH 1

RANGE OF PERSISTER RESPONSE COMPARED TO RANGE OF DROPOUT RESPONSE
WITH REGARD TO RATING COURSES IN GENERAL EDUCATION
AGAINST COURSES IN MAJOR



James Woolsey developed a persistence predicter test based on attitude which was used for the initial predicting at North Central Technical Institute for the purpose of this study. The test was given in the basic communication classes with the hope of reaching all of the incoming students. Some were absent or transferring classes were considered persisters and 88 were considered non-persisters or questionable. After weeding out the phoney identification numbers, the number was reduced to 70. Quite a few students either did not know their identification numbers or purposely wrote down the wrong ones to conceal their identity. Thus, there was no way to follow them through first semester. Other students became lost along the way by becoming unidentifiable. Eventually there, were 163 students identified as potential persisters, 45 students identified as potential dropouts to be included in a control group and 35 potential dropouts to be included in an experimental group. The original goal of 100 students total was exceeded and that could account for some of the trouble encountered trying to keep track of them all. The control group is larger because faculty who volunteered to go along with the project by working with the experimental group were not always easy to come by. Consequently, any remaining non-persisters went into the control group.

The persister control group should have had the highest percent of persistence and the non-persister control group should have had the lowest. The experimental group should have had a percentage ranging somewhere between the other two. However, such is not the case as evidenced in Tables 56, 57, and 58. The non-persister control group, which should have had the lowest level of persistence, came up with the highest at 73.3%. The persister group, which should have shown the highest level of persistence, was just above the lowest range with a 69.9%. The experimental group, which should have been somewhere in the middle, showed a 68.6% putting it lowest. Though the numbers are not what we expected to come up with, there could be some technical reasons for that. The two non-persister groups could be affected very much by just one student. But even so, taking the two groups together still gives them 71.3%, a higher persistence than the group of predicted persisters. It must be concluded, therefore, that the pilot project did not reduce attrition. It must also be concluded that the predicter test as it was used for this project was not a very accurate predicter of persistence and non-persistence.

TABLE 56

PERSISTER CONTROL GROUP

MAJOR		NUMBER TESTED	PERSISTED	WITHDREW	DROPPED	DIDN'T RETURN	CHANGED MAJOR	SUB-TOTAL
ACCOUNTING	%		62.5%	7.5%	2.5%	17.5%	10%	37.5%
	#	40	25	3	1	7	4	15
AUTOMOTIVE	%		92%	8%				8%
	#	13	12	1				1
DATA PROCESSING	%							
	#							
ELECTRONICS	%		100%					
	#	7	7					
INDUSTRIAL ENGINEERING	%		66%			33%		33%
	#		2			1		1
INSURANCE	%		83%	17%				17%
	#	6	5	1				1
INTERPRETER TECHNICIAN	%		50%	50%				50%
	#	4	2	2				2
MACHINE TOOL	%			100%				100%
	#	1		1				1
MARKETING	%		51.9%	14.8%	14.8%	7.4%	11.1%	48.1%
	#	27	14	4	4	2	3	13
MECHANICAL DESIGN	%		66.6%	16.7%	16.7%			33.4%
	#	6	4	1	1			2
OPERATING ROOM ASSIST.	%					100%		100%
	#	1				1		1
POLICE SCIENCE	%		73.7%	10.5%	10.5%	5.3%		26.3%
	#	19	14	2	2	1		5
RESIDENTIAL DESIGN	%		82.4%	8.8%		5.9%	2.9%	17.6%
	#	34	28	3		2	1	6
SECRETARIAL SCIENCE	%		100%					
	#	1	1					
WELDING	%					100%		100%
	#	1				1		1
TOTALS	%		69.9%	11%	4.9%	9.2%	4.9%	30.1%
	#	163	114	18	8	15	8	49

TABLE 57

NON-PERSISTER CONTROL GROUP

MAJOR		NUMBER TESTED	PERSISTED	WITHDREW	DROPPED	DIDN'T RETURN	CHANGED MAJOR	SUB-TOTAL
ACCOUNTING	%		77.8%	11.1%	11.1%			22.2%
	#	9	7	1	1			2
AUTOMOTIVE	%		50%	50%				50%
	#	2	1	1				1
DATA PROCESSING	%		75%	12.5%	12.5%			25%
	#	8	6	1	1			2
ELECTRONICS	%							
	#							
INDUSTRIAL ENGINEERING	%							
	#							
INSURANCE	%		100%					
	#	1	1					
INTERPRETER TECHNICIAN	%		100%					
	#	5	5					
MACHINE TOOL	%							
	#							
MARKETING	%		60%	20%		20%		40%
	#	5	3	1		1		2
MECHANICAL DESIGN	%		100%					
	#	1	1					
OPERATING ROOM ASSIST.	%					100%		100%
	#	1				1		1
POLICE SCIENCE	%		57.1%	28.6%	14.3%			42.9%
	#	7	4	2	1			3
RESIDENTIAL DESIGN	%		83%	17%				17%
	#	6	5	1				1
SECRETARIAL SCIENCE	%							
	#							
WELDING	%							
	#							
TOTALS	%		73.3%	15.6%	6.7%	4.4%		26.7%
	#	45	33	7	3	2		12

TABLE 58

NON-PERSISTER EXPERIMENTAL GROUP

MAJOR		NUMBER TESTED	PERSISTED	WITHDREW	DROPPED	DIDN'T RETURN	CHANGED MAJOR	SUB-TOTAL
ACCOUNTING	%		70%	20%		10%		30%
	#	10	7	2		1		3
AUTOMOTIVE	%		33%		33%	33%		66%
	#	3	1		1	1		2
DATA PROCESSING	%							
	#							
ELECTRONICS	%							
	#							
INDUSTRIAL ENGINEERING	%							
	#							
INSURANCE	%							
	#							
INTERPRETER TECHNICIAN	%		50%	25%	25%			50%
	#	4	2	1	1			2
MACHINE TOOL	%							
	#							
MARKETING	%		66%	33%				33%
	#	3	2	1				1
MECHANICAL DESIGN	%		33%	33%		33%		66%
	#	3	1	1		1		2
OPERATING ROOM ASSIST.	%							
	#							
POLICE SCIENCE	%		80%	20%				20%
	#	5	4	1				1
RESIDENTIAL DESIGN	%		100%					
	#	7	7					
SECRETARIAL SCIENCE	%							
	#							
WELDING	%							
	#							
TOTALS	%		68.6%	17.1%	5.7%	8.6%		31.4%
	#	35	24	6	2	3		11

There are several factors involved here that could have affected this position of the study. Mr. Woolsey states that his predicter test is more reliable when combined with grade point average and high school rank. But even without those two additives, a better degree of prediction was expected. The tests were sent to the University of Wisconsin - Stout for tabulation. If you read appendix C, you will observe that opinions are requested about three people - Phil, Gerry, and self. Actually Phil is a non-persister and Gerry is a persister. The computer run compares the respondent's attitude toward the persister, the non-persister, and him or herself. (See Appendix G). Column 1 represents the persister, Column 2 the dropout, and Column 3 the self. Column 4 was supposed to display a number that would indicate persistence or non-persistence but failed to do so. The closer the student's attitude toward self is to his or her attitude toward the non-persister, the <u>less likely</u> the student is to complete school. Another factor affecting this pilot effort was implementation time. Perhaps the information was too little too late. By the time the tests were administered, sent off to University of Wisconsin-Stout, scored, returned, analyzed, and the results distributed to the instructors, it was late September/early October - already six weeks into the semester. By then patterns had been set and quite a few students had already dropped. Those who were thinking of dropping out were not ready to be helped. They already had their peer group friendships established and it was too late for the instructors to interfere. Another factor to take into consideration is that the instructors were told who might dropout after the instructors already had ideas of their own. The outside information could have been taken with a grain of salt at times. No measurement system was designed to account for what help was actually administered to what students. The idea was that this project was not to be an extra burden on the instructor and the added paperwork would not have supported that concept. Many instructors have developed a sixth sense over the years and pride themselves on the ability to analyze the students during the first week of classes and pick out those who will make it easily and those who will have trouble. They do not appreciate any outside interference in this process. Other methods that schools are trying offer some promising alternatives to predicter tests. One such effort supplies an instructor a card for each student. At the end of the first two weeks the instructor turns in the cards of those students that the instructor thinks will need some help - either academic or personal. The counselors then call the people in for counseling and arrange continuing assistance dependent on their findings. There are other alternatives, but that one seems to have merit for those who are trying it.

Whether because of technical problems or educator attitude, predicting the potential dropout and then working separately with him or her does not seem to be the route to take - at least not after this study.

Attention meant closer watch on attendance and grades, more frequent meetings with the students, and possibly more contact out of class, in the lounge, etc. This was to be done for the first semester only and then the groups would be compared.

To establish a system to obtain needed information on a regular basis from students withdrawing from programs, one person listed all those students considered dropouts on a weekly basis and relayed them to the researcher. A questionnaire was sent to each first semester dropout as soon as the student left school. The questionnaire was designed from the information gleaned from Phase I of the project conducted in fiscal year 1975. In order to have a base with which to compare the dropouts' responses, 146 students in the last semester of their programs were asked to fill out a questionnaire like the one the dropouts filled out. The questionnaires were designed as similar as possible question by question. (To compare both questionnaires, See Appendix E & F) The responses to the questionnaires were then compared. Besides testing an approach to reduce attrition, the predictor, itself, is also being tested.

FINDINGS & ANALYSIS:

Though the pilot project did not substantially reduce attrition, it revealed much about the instruments, the approach, and where to go from here. The comparison survey of dropouts and persisters revealed as much, if not more, than the pilot project.

1. A higher percentage of females dropped out than persisted according to the data. For every three men that enroll in full-time day courses two women enroll. The enrollment rate is about 60% men and 40% women. The dropout rate did not hold with the same percentages. This does not agree with last years findings, however, and may be just singular to this particular first semester sample. (See Table 30)

2. There was a higher percentage of dropouts who were married but this was thought to be because of the sample taken. (See Table 31)

3. Very few semester dropouts are employed full-time after leaving school (See Table 32). A few are attending other institutions, but most are not working. Not as many dropouts are working after leaving school as persisters while attending school. (See Table 36)

4. Neither dropouts nor persisters had many transportation problems. And according to Table 33 their problems were about equal.

5. Car payments did not appear to be a major financial reason for leaving. More persisters than dropouts were making car payments while attending school. (See Table 34)

6. Dropouts tended to be living more at home. This might be accounted for by the higher number of dropouts who were married or divorced (See Table 3). Living at home could possibly cause more personal problems for people going to school and should possibly be considered. (See Table 35)

7. Very many dropouts (59%) did not work at all while in school. Persisters worked more and worked longer hours per week than did dropouts. The percentage of persisters who were on work-study programs was twice that of dropouts (See Table 36). This contradicts last year's study which concluded dropouts spent too much time working outside of school. This year the persisters are included and are shown to work more than the dropouts. Also, more reliable updated information was available this year due to the quick follow-up procedures used on dropouts.

8. Very few dropouts stated financial problems as a cause for dropping out. However, half the persisters said they had encountered financial problems since beginning school (See Table 37).

9. Very few of the dropouts were receiving financial aid especially in comparison with the persisters (See Table 38).

10. A high percentage of dropouts thought too much private information was requested by the financial aid forms. (See Table 38). Perhaps this makes them reluctant to apply for aid.

11. Persisters and dropouts both thought they had enough information about the school at the time they enrolled (See Table 39). Thus lack of information about the school is not a reason for dropping out.

12. More dropouts than persisters got into the program they originally wanted (See Table 40), so that is eliminated as a reason for dropping out.

13. Fewer dropouts than persisters thought they had to take courses there was no need for (See Table 41). Having to take courses they saw no need for was not a major influence on the decision to leave. (See Tables 54 & 55).

14. Most dropouts got into courses they originally wanted (See Table 42). Not being able to take desired courses is not a reason for dropping out.

15. More dropouts than persisters got the time schedule of classes they wanted (See Table 43). This might be because persisters attended school for more semesters, but still, it is not a reason for potential non-persisters to leave.

16. The school met the persisters' expectations about as well as it met the expectations of the dropouts. Therefore, the non-persisters did not leave because their expectations were not met (See Table 49).

17. Dropouts tended not to belong to any clubs or activities. Persisters were involved much more with such activities. If the dropouts were part of anything, it was usually a departmental club. (See Table 45). Departmental clubs often do not demand active participation from all students yet do coerce students to join. Persisters often choose to participate in more than one club or activity.

18. A high percentage (41%) of the dropouts enrolled in school to develop skills to get a job. The persisters enrolled for about the same reasons at the same percentage rate (48%), but also stressed aspirations of getting a degree. Many dropouts (21%) were nebulous about their reasons for enrolling and wrote in a variety of reasons. (See Table 46).

19. Not as many dropouts had a degree in mind when enrolling as did the graduates. Many dropouts (25%) wanted only the courses to get a job. (See Table 47)

20. More persisters than dropouts thought they would like to complete school. The persisters were closer to the end when they answered, but the difference between the two groups is still substantial (See Table 48).

21. Non-persisters wanted more help with their problems, but most of the time could not clearly define their problems. (See Table 49) Persisters indicated they had lots of problems and indicated the need to feel "at home" at school, but seemed to look for ways to handle the problems more readily than dropouts did.

22. Persisters considered financial problems a reason to dropout way more than dropouts do (See Table 49). It is interesting that persisters thought finances to be the deciding factor and were working to prevent it (See Table 36).

23. Dropouts would rather choose the selection "other" than choose a definite answer selection for many of the survey questions (See Table 49). The write-in-responses sometimes fit into the above selections, but more often than not, were vague, weak excuses avoiding the real issue.

24. Persisters were more inclined to think they received help to remain in school than the dropouts were. This could be because the persisters remained longer. (See Table 50). Many dropouts did not remain long enough to receive any help and often do not seek it as readily as do the persisters.

25. About half the dropouts predicted they would return to school at a later date. This bears out other research by Gander (New York Times/Jan. 17,77) states that colleges often classify such people as stop-outs to make re-enrollment easier because so many of them do return. (See Table 51).

26. About half the dropouts thought North Central Technical Institute was just right and only a few stated definitively that it was too much like high school or did not meet their needs. This also supports Table 44 showing that the school met their expectations. (See Table 52).

27. One quarter of the persisters thought North Central Technical Institute was too much like high school. This differs very much from the perceptions of the dropouts and might have much to do with maturity and assertiveness. Persisters seem to have a much better idea about what they want and do not want. (See Table 52).

28. Interestingly enough, about half the dropouts stated they got what they wanted from this school. This does support the idea that often the goals of the students do not reflect the goals of the institution as stated. (See Table 53). Enrollment in a full-time program does not mean the student is there to graduate.

29. Though dropouts like their major area more than general education, the difference is slight and not as great as the disparity shown by the persisters (See Tables 54,55 and Graph I). This again exemplifies the finding that persisters demonstrate more distinction and definition in their thought and attitude.

30. From all indications, persisters had as many or more problems than dropouts, but they just handle them better or perhaps are more willing to handle them.

31. The pilot stuiy to identify the potential dropout early and then help him or her remain did not demonstrate any apparent reduction in attrition. (See Tables 56,57 & 58).

32. Identifying the potential dropout is time consuming and not always accurate. (See Tables 56,57 & 58). Though the attitude test might possibly be more accurate at predicting persisters for some programs than for others.

33. Even if the potential dropout is identified ahead of time, efforts directed toward only the dropout may not be effective as demonstrated in this project. Perhaps the effort must come from several directions including his or her peer group. Perhaps they too must be reinforced too.

34. Who identifies the potential dropout could be indirectly linked to how effectively the methods to retain that student are employed. It is easier for an instructor to put an effort toward a person he has identified as needing help than to put that same effort and enthusiasm toward a student some outside agent has decided is a potential dropout.

35. The attitude predictor test was not accurate as it was used for this pilot study. This could be because GPA and high school rank were not used along with the predictor test.

36. More of the students predicted to be dropouts remained than did the students predicted to be persisters (See Tables 56, 57 & 58).

CONCLUSIONS:

1. Though giving special assistance to students who have been identified as potential dropouts might help reduce attrition in some post secondary institutions, it did not reduce attrition in this project at North Central Technical Institute.

2. Many difficult-to-control and time-consuming-to-control variables are present in early identification of potential non-persisters. Identification takes much work before the student arrives and is difficult to complete before classes start. It simply does not work in our present functioning environment. Identification is not accurate except in a few cases. When identification is accurate, it often arrives too late to get help to the student. The number of departments and people involved make efforts directed toward assisting the potential dropout difficult to control/and measure. Effort to reduce attrition varies according to the priorities of each department and instructor.

3. As we found in Phase I of this study reasons for attrition vary greatly and are often not even known to the student who drops out. Dropouts would rather choose the selection "other" in a multiple choice response than choose one of the choices provided. Often they write in one of the choices that was offered above. When written in, dropouts' responses are often vague and not to the point. There is a definite difference when the dropouts' responses are compared to those of the persisters.

4. Dropouts are not very critical of anything. They complain about what they cannot handle, but they are not critical. This is very observable in the responses to survey question number 27, 28, and 29. Dropouts' responses were nebulous and not to the point. Persisters were very critical of the school and much more assertive in getting their points across. A good objective to use in describing the dropout is "wishy-washy". If he is provided with an excuse for dropping out, the non-persister will take it. But when it comes to giving a specific reason, the dropout is not normally up to it. A few of the dropouts have indisputable reasons for leaving early, but the majority do not - especially those leaving first semester.

5. Students are not affected by working outside of school as much as some research has indicated. Indications from this study (See Table 36) show that persisters work more than dropouts do. Persisters complained more than dropouts and were more critical of the school too. This keeps getting back to problems the potential dropout might have that are not able to be directly approached - namely his or her attitude.

6. The persister's attitude toward himself seems fairly positive as he is critical of everything around him. The dropout tended to respond that everything the school did was okay. The dropout tended to leave the blame for dropping out on him or herself. This was also reflected in Graph 1 and Tables 54 & 55 where the persisters show a distinct difference in their like of general education courses as opposed to courses in their major but dropouts don't.

7. The one thing that dropouts did mention was that they need more help with their problems. It is interesting to note that quite a few persisters stated the same thing. Persisters thought that the student should be made to feel more at home and indicated that to be a problem when first attending the school. This is something that has come up in other studies and seems to be somehow connected with persistence. Students who joined clubs and activities and who worked at the school on workstudy programs had far less tendency to drop out than those students who did not get involved with school functions. (See Tables 36 & 45). This is in keeping with what other schools have found about a student's relationship with the school compared to attrition.

8. Many dropouts (See Tables 46 & 47) are not at North Central Technical Institute to obtain a degree or diploma of some sort. Many came to school because they were out of work and wanted more skills or something to do while waiting for another job. In such cases, unless school becomes very inviting for them, potential non-persisters will tend to leave as soon as a viable alternative to school comes along.

9. Some people do have valid reasons for leaving. For the most part, however, persisters and non-persisters experience the same problems. Persisters handle their problems better. Non-persisters, for the most part, allow normal, everyday problems to cause their early departure from school.

RECOMMENDATIONS:

1. Impart importance of student attrition to faculty & staff through inservice, workshops, and by making it a school priority.

2. Initiate retention program for all students, not just potential dropouts. Potential Dropouts would then be surrounded by an environment of positive students advocating retention, and potential persisters would be reinforced and benefit too.

3. Offer stop-out procedure as an alternative to dropping out, thus opening every avenue for student to re-enter school because many drop-outs either re-enter school or have the desire to. This would give the dropout a psychological commitment to return.

4. Make retention a departmental responsibility and allow different departments to initiate their own projects to increase retention.

5. Study graduates and discover what makes them persisters.

6. Examine degree oriented programs and evaluate whether or not they are meeting student needs or goals. Perhaps alternative, parallel, non-degree programs can be established for those who need them.

7. Work with one program at a time to reduce attrition because reasons for dropping out vary by program and cannot be identified or corrected schoolwide.

8. Improve information gathering as student enrolls ensuring all pertinent data is recorded.

9. Conduct pilot studies of retention programs that are working at other schools such as:
   A. Orientation programs
   B. Peer group counseling
   C. Faculty counseling
   D. Faculty identification of potential dropouts
   E. Early Warning systems

10. Revise the refund policy so potential non-persisters no longer have an incentive to be out by a certain date.

11. Review other efforts to increase retention by subscribing to RETAIN (Drake University) and other periodicals which publish such efforts. Send faculty and staff to workshops and institutes employing successful methods of student retention and have them implement those methods at North Central Technical Institute.

ATTRITION STUDY

MORAINE PARK TECHNICAL INSTITUTE
Fond du Lac, Wisconsin

Art Marson
Research Investigator

INTRODUCTION

The Moraine Park Technical Institute Research Department contributed greatly toward an Attrition Research Project being conducted in the Wisconsin VTAE System. This Research Project utilized a consortium approach, with the consortium consisting of five separate technical institutes in Wisconsin. The five schools are: Southwest Wisconsin Technical Institute at Fennimore, Northeast Wisconsin Technical Institute at Green Bay, Fox Valley Technical Institute at Appleton, Moraine Park Technical Institute at Fond du Lac, and the North Central Technical Institute at Wausau which served as the coordinating facility for the consortium.

The Attrition Study is a multi-phased project with the first phase (defining Attrition in the VTAE System and determining factors relating to it) having been completed during the 1975-1976 school year, and the second phase being completed during this past school year, 1976-1977.

The goals for the second phase of the Attrition Study include (1) the running of a pilot program at each of the consortium schools, attempting to reduce attrition at the school by using phase one information; and (2) to obtain necessary information from students withdrawing from school in order to develop the necessary programs and procedures for reducing attrition in the VTAE System.

The Moraine Park Research Department attempted to reach these two goals of the Attrition Study during this past school year. The results of their efforts are presented in the remainder of this report.

RESEARCH ACTIVITIES AT MPTI

In the fall of 1976, the MPTI Research Department began a many-faceted research project designed to evaluate attrition. Building upon information acquired during the previous year (1975-76), it was decided that the goal for this project would be to try to predict incoming students who might have a tendency to withdraw, and to experiment with and develop procedures to help these students remain in school until their graduation.

As the year progressed, the Attrition Study evolved into a four-phased look at attrition at MPTI. The four phases included: (1) a literature review; (2) an experiment; (3) a record review; and (4) a follow-up. Each of the four phases are explained in the following paragraphs.

A. The Literature Review

Much of the activity involved with a literature review took place during the first phase of the Attrition Project conducted during 1975-76. However, two major sources of continuing information on attrition were discovered during this year and the materials they contained were reviewed.

The first source of information is a newsletter dealing solely with attrition; written and distributed by Drake University, Des Moines, Iowa. The newsletter is entitled Retain, and it is published quarterly. Retain is an informal newsletter which showcases various efforts at student retention by several colleges in the U. S. Some of the ideas taken from Retain were incorporated in this Attrition Study.

The second source of information is the Northwest Area Foundation, St. Paul, Minnesota. This foundation was established to promote the welfare of the northwest region of our country. The foundation recently released two publications, Keeping Independent Colleges Independent, and Choice or Chance. Both of these publications deal with ways and means of survival for colleges and post-secondary education in general. Each report has some excellent ideas on recruiting graduates and assisting them through their year in school. Some of the ideas from these reports are contained in the recommendations at the end of this report.

B. An Experiment

An experiment was designed and implemented at both the North Central Technical Institute at Wausau and the Moraine Park Technical Institute. The purpose of the experiment was to test our ability as an outside source in predicting incoming students who might not graduate. Some of the variables to be used in predicting the potential withdrawals include: (1) the Woolsey

Test; (2) reading test scores; (3) class rank and I.Q.; (4) late registration; and (5) common sense. As will be seen later on, the major variable turned out to be the Woolsey Test, a survey form designed by James Woolsey at the North Central Technical Institute. (See Appendix C).

Illustration 2 presents a general overview of the design of the experiment. In keeping with the design, a test for predicting among VTAE students (the Woolsey Test) was administered to 569 incoming first-year students during the first week of the 1976-77 school year. From the results of this test, as well as noticing late enrollees and using common sense, these 569 students were divided into three groups.

The largest of the three groups contained 451 members, and they were considered to be Persisters who would complete their program and graduate from MPTI.

The second of the three groups contained 76 members. These 76 students were considered Non-Persisters, and were expected to drop out of school before they completed their program at MPTI.

This second group (Non-Persisters) was further divided into two subgroups with 38 members each. One of these subgroups was an experimental group. Instructional staff members were notified of the members of this group and they were asked to help these students as much as possible to remain in school (see Appendix H). Some of the suggestions the staff members were given to help the students remain in school include:

1. Recognize the potential dropout - welcome each one individually.

2. Inform potential dropout of school activities and clubs available to him/her.

3. If potential drop is older, disadvantaged, or handicapped, etc., try to help them adapt to the atmosphere at MPTI.

4. Recommend visits to counselors or faculty advisors.

5. When a person drops out, it may unknowingly suggest to friends to drop out also. A close friend of a recent drop-out should be identified and counseled.

6. Inquire as to whether or not the person is working while attending school. If he/she is working for more than 20 hours per week, find out if there are any problems scheduling work around their school or class hours. Lend a hand in solving scheduling problems if they exist.

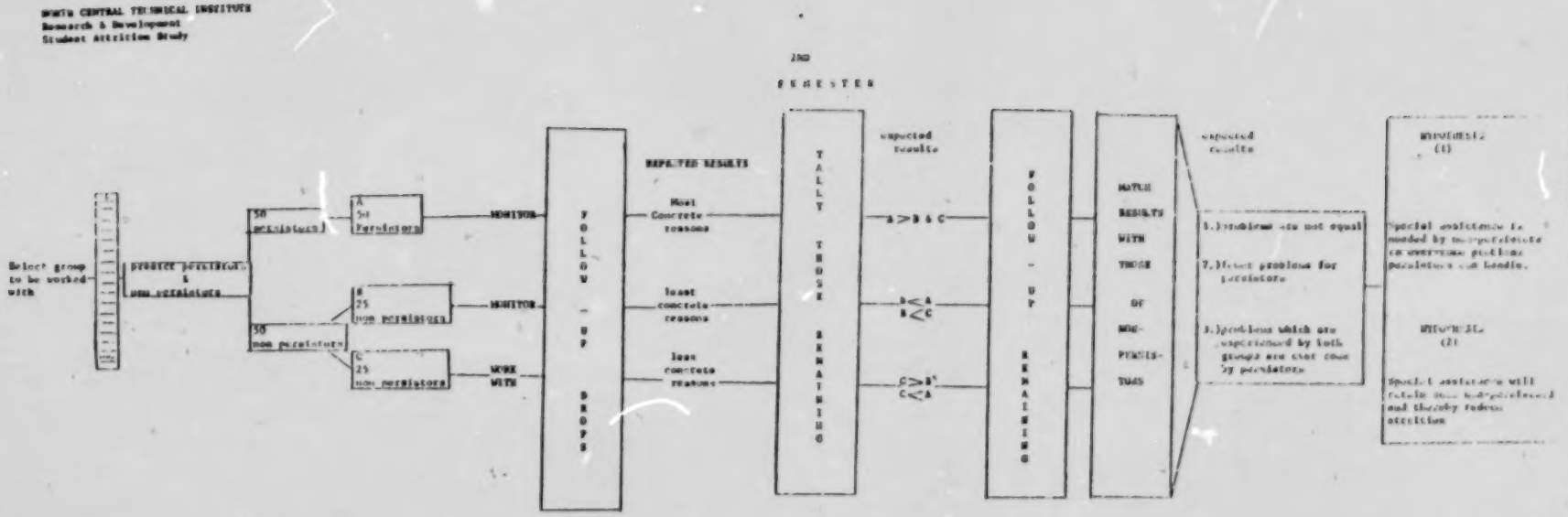


ILLUSTRATION 2

7. If a money problem exists, assist the person in visiting a counselor to obtain financial aid, a workstudy job, etc. Try to limit any fears they might have about filling out application forms, revealing family income, etc.

8. If a student is studying under CBI, inquire as to how well they are adapting to this method of instruction. Do problems exist? How well do they like the method?

The other subgroup was a control group. This group remained anonymous to the instructional staff and was therefore unaffected by the actions of the staff members. Throughout the 1976-77 school year it was expected that more members of the control group, rather than the experimental group, would drop out of school as they did not have the additional staff assistance that members of the experimental group had.

Although not listed on Illustration 2, a third major group was developed and this group contained 42 students. These students were the borderline between the Persisters and the Non-Persisters. Members of this group were predicted to drop out of school, but not with as much certainty as with the Non-Persister group.

At the end of the school year, 148 students had been identified as either withdrawing from school or as having transferred programs. Table 59 gives an overview of the students included in the experiment. Fifty-eight of the students that withdrew from school belonged to group one, the Persisters. Fourteen of the students that withdrew from school belonged to group two, the Non-Persisters; with nine in the Experimental and five in the Control groups. An additional nine students that withdrew from school were members of group three. The remaining 67 students that withdrew from school had not taken the Woolsey Test and, therefore, were not participants in the experiment.

TABLE 59

OVERVIEW OF STUDENTS INCLUDED IN THE ATTRITION EXPERIMENT

GROUP	NUMBER OF STUDENTS		NUMBER OF WITHDRAWALS	
	#	%	#	%
Group 1 - Persisters	451	79.3	58 9E	71.6 11.1
Group 2 - Non-Persisters	76	13.4	5C	6.2
Group 3 - Borderline	42	7.4	9	11.1
TOTAL	569	100.1	81	100.0

As can be seen by reviewing this experiment, the results were not very supportive of our efforts to predict students with a tendency to withdraw from MPTI. We did tend to identify some of the withdrawals, but in comparing the figures for the Experimental and the Control groups, the results were the exact opposite of what was expected. The efforts of the instructors, in some cases extensive and in other cases non-existant, seemed to have a minor effect on preventing students from withdrawing from MPTI. Therefore, better and more reliable procedures need to be developed in this area.

C. Record Review

In order to better understand the difference between a Persister and a Non-Persister, records were maintained and reviewed to determine exactly what are the characteristics that are similar and the characteristics that are different when comparing these two groups of students.

The first step in examining records and determining characteristics of Non-Persisters was to look at the group of students who enrolled at MPTI and never made it to the campus. This group is known as NO SHOWS, and there were 87 No Shows during the first semester of the 1976-77 school year. On January 10, 1977, a survey form was sent to each of them to determine why they did not attend MPTI.

The response to this survey can be found in Table 60. From this table we can see that the major reasons for not attending MPTI include a desire to enroll at another school; a desire to be working full time rather than attending school; and financial reasons, such as the tuition being too high, or not having enough money to attend.

TABLE 60

REASONS NO-SHOWS GAVE FOR NOT ATTENDING MPTI

5	stated the tuition was too high
4	did not have the money
14	started full-time jobs
15	enrolled at another school
1	moved from District
1	lost interest in further education
2	will enroll August 1977
4	entered military
1	was returned (address unknown)
1	was incarcerated
2	medical reasons
1	academic problems

TOTAL QUESTIONNAIRES RETURNED: 51

All three of these reasons for not attending MPTI could possibly be eliminated, perhaps through a better explanation, at the time of application, of MPTI and the services that are available to students, and by financial aid assistance to make up for the cost of tuition or the lost income from not having a full-time job.

Although some students were No Shows, many students did show up to attend MPTI, and some of these students elected to withdraw from MPTI before their graduation. Table 61 presents the students who chose to withdraw according to the program from which they withdrew. The table also includes a comparison between the 1975-76 school year and the 1976-77 school year.

As can be seen, the programs with the highest number of withdrawals or Non-Persisters include: Accounting - 22; Auto Mechanics - 19; Electronic Servicing - 18; Fashion Merchandising - 13; Practical Nursing - 13; Machine Tool Technology - 12+; Welding - 12; and Data Processing - 11. However, the picture changes slightly when comparing the number of Non-Persisters to the number of students who graduated from the program. Making such a comparison we would find that the programs with the highest attrition rates include: Medical Records - 40%; Fashion Merchandising - 36%; Secretarial Science - 36%; Small Engine-Chassis Mechanics - 36%; Secretarial Science-Medical - 35%; Electronic Servicing - 33%; and Machine Repair - 33%.

TABLE 61

MORAINE PARK TECHNICAL INSTITUTE
WITHDRAWALS BY PROGRAM

PROGRAM	1976-1977	1975-1976
Accounting Clerk	3	2
Accounting	16	6
Agricultural Mechanics	2	0
Appliance Servicing	2	0
Auto Body	7	1
Auto Mechanics	4	15
Child Care	6	1
Clerk Typist	6	3

TABLE 61 continued

PROGRAM	1976-1977	1975-1976
Cosmetology	3	1
Data Processing	7	4
Electronics Service	9	9
Engine Technology	3	1
Fashion Merchandising	7	6
Fire Science	1	0
Food Manufacturing	3	1
Food Service	5	4
Industrial Engineering	3	3
Industrial Marketing	1	1
Machine Repair	4	?
Machine Tool Operation	1	1
Machine Tool Technology	12	?
Marketing	5	4
Mechanical Design	3	4
Mechanical Drafting	4	0
Medical Records	3	5
Metal Fabrication	0	3
Nurse's Aid	0	1
Office Machine Repair	1	1
Operating Room Assistant	2	0
Practical Nurse	9	4
Production Agriculture	0	1

TABLE 61 continued

PROGRAM	1976-1977	1975-1976
Quantity Food Preparation	1	0
Secretarial Science	6	2
Secretarial Science - Medical	3	3
Small Engines - Chassis	2	7
Supermarket Management	1	1
Supervisor Management	0	1
Ward Clerk	2	0
Water/Wastewater	0	3
Welding	8	4
Unknown	12	?
TOTAL	167	
TOTAL		103
GRAND TOTAL	270	

In concluding this section on withdrawals by program, it would seem that the Fashion Merchandising and Electronic Servicing Programs experience the most attrition at MPTI. They are the only two programs that rank high in actual number of withdrawals and in a comparison between withdrawals and graduates.

Each student who decides to withdraw from school is also asked to complete a withdrawal form at Student Services. This withdrawal form contains information on Reasons for Terminating Their Training, as given in Table 62; The Student's Experience in Their Course of Training, as given in Table 63; and If They Plan to Reapply for Training at MPTI or at Some Other School, as given in Table 64.

In general, most of the reasons for withdrawing from school could have been predicted. The most dominant reasons were: (1) securing a full-time job (in many cases not related to their training at MPTI); (2) lack of money; (3) personal troubles; and (4) a lack of confidence in themselves which prevents them from completing the course. These same reasons for withdrawing from school can be found in nearly all studies on attrition.

TABLE 62

REASONS FOR TERMINATING MY TRAINING

1976-1977	1975-1976	REASON
20	9	- lack of money for expenses
25	24	- secured a full-time job 1976-1977 related job - 7 Non-related job - 15
16	4	- do not feel I can pass the course
2	3	- military service
8	7	- poor health, illness, accident
22	8	- personal troubles
3	3	- going to college
8	6	- not interested in further school training
1	16	- lack of attendance
16	0	- change in training objectives
51	12	OTHERS:

TABLE 62 continued

1976-1977	1975-1976	REASON
		OTHERS (continued)
3	4	- transfer
6	3	- course not what I expected
17	3	- return to prison
0	1	- pregnant
0	1	- deceased
5	0	- escape
5	0	- moving
3	0	- transportation problem
1	0	- getting married
11	0	- unknown

Therefore, it would seem that students who withdraw from MPTI are similar to students that withdraw from other post-secondary educational institutions, and that possibly the techniques used at other schools to curb attrition could also be used at MPTI to lower the attrition rate.

TABLE 63

MY EXPERIENCE IN THIS COURSE OF TRAINING WAS:

1976-1977	1976-1977	EXPERIENCE
8	4	- the courses and subjects were too dificult
27	17	- this is not the type of work I want to follow
6	3	- I do not like the related work
9	3	- Lack of money to go on
5	4	- more interested in work than in school
7	7	- I can't handle both work and schobl
3	2	- too far to drive

When asked whether they intend to return to school at MPTI or someplace else, a majority of the students completing the withdrawal form stated that they did plan to return to school.

This would imply that in many cases the students can see a need for training and obtaining an education, but at the present time MPTI can't provide it for them. It is important, therefore, to find out if and when Non-Persisters at MPTI continue their education, and at what schools they choose to enroll.

TABLE 64

DO YOU PLAN TO RE-APPLY FOR TRAINING AT THIS OR AT SOME OTHER SCHOOL?

1975 - 1976	1976 - 1977
YES - 27	YES - 46
NO - 17	NO - 21
MAYBE - 0	MAYBE - 5

Additional information was gathered on Non-Persisters at MPTI, such as marital status, age level, high school class rank, grade point average, and I.Q. It was found that many (one out of four) students who withdraw from school are married or plan to be married in the near future. Also, the average Non-Persister is approximately 23 years old, has an I.Q. of approximately 103 (very few with an I.Q. below 85 or over 120), and a high school class rank of 2.157 on a 4.00 scale. Only 13 percent of the Non-Persisters are in the top quarter of their high school class, with 16 percent ranking between 26 percent and 50 percent; 39 percent ranking between 51 percent and 75 percent in their class; and 32 percent of the Non-Persisters ranking in the bottom quarter of their high school class.

In general, the record review did not turn up any unexpected statistics. Most of this information is similar to the information collected and presented in last year's Attrition Study.

For a more personal look at reasons students gave for withdrawing from school, some of the comments taken from the withdrawal form are located in Appendix I.

D. Follow-up

The final activity conducted at MPTI for the Attrition Study was to have all Non-Persisters complete a special survey form, and have a sample of persisters complete an identical survey form.

These two survey forms are presented in Appendix J and Appendix K. It was thought that by having both Persisters and Non-Persisters answering numerous questions about their experience at MPTI, some differences would begin to show between the two groups. Therefore, as can be seen by comparing Illustration 3 the Non-Persister Survey Form, to Illustration 4 the Persister Survey Form, it was found that a few areas emerged as being slightly different for the two groups.

The first area where there is a difference comes from question 3, which indicates that marital status of the respondents. Among the Persisters, 96 percent were single and only four percent were married. Among the Non-Persisters only 75 percent were single, while 17 percent were married, four percent were divorced, and three percent were separated. This information indicates, as the record review also indicated, that marriage, and subsequently divorce or separation, might have an effect on student persistence.

The second area that shows some difference between the two groups comes in Questions 4 and 8. From these two questions, it appears that some Non-Persisters tend to be working full-time and attending school as well, and that the combination of the two might be too much for them to handle. Also, since finances are a cause of withdrawal from school, it is surprising that students in the Persister group seem to have had more financial problems than the Non-Persisters, as question 9 would seem to indicate.

The third area where a difference begins to occur between Persisters and Non-Persisters is in Question 17, where 89 percent of the Non-Persisters do not belong to school-related organizations, while among the Persisters only 50 percent were not involved in school-related clubs and organizations. This fact lends support to the conclusion from last year's Attrition Study that by encouraging a student to become involved in school activities, clubs, etc., it will help to lower the attrition rate for the school.

Another area that shows a difference between the Persisters and Non-Persisters come in question 13. Oddly, more Persisters (46%) feel they had to take courses they had no need for than did Non-Persisters (20%). Therefore, forcing a student to take courses they felt were not required would have little effect on their decision to withdraw from school.

Finally, although it may not be a significant difference, a difference does begin to occur when comparing the average age of the two groups as determined by question 1. While Persisters have an average age of 19.7 years, the Non-Persisters tend to be slightly older, with an average age of 22.3 years.

ILLUSTRATION 3

NON-PERSISTER SURVEY FORM TOTALS

DIRECTIONS: Please circle one correct number of your choice or fill in the blank as indicated. If more space is needed to comment on a question or answer it more completely, please write in the margin or wherever else (on the back of the sheet) there is room.

1. How old are you right now? 22.3 Yrs. old (Average)

2. Sex:

Male	46	65%
Female	25	35%

3. Marital status while at school:

Single	53	75%*
Married	12	17%
Divorced	3	4%
Separated	2	3%
Widowed	0	

4. Please indicate your present status:

Employed full-time.	22	31%
Employed part-time.	14	20%
In military service.	2	3%
Homemaker.	2	3%
Attending a college or university full-time.	1	1%
Attending a technical institute full-time.	9	13%
Seeking employment.	12	17%
Other (Please specify)	7	10%

   a. Unemployed due to sickness.
   b. Wisconsin State Reformatory.
   c. In Kettle Moraine Treatment Center for next 30 days.
   d. Social Service.
   e. Parents.
   f. Waiting to attend school.
   g. Unemployed.
   H. Attending technical school part-time.

5. Was transporation a major problem while you were attending school?

NO	64	90%
YES (please explain)	7	10%

   a. Quite far to drive.
   b. My car has been broken down.
   c. No license or car and living alone.
   d. Could not make it to one class four hours a week because I didn't have a ride.
   e. It was 10 miles one way and gas is costly.
   f. 60 miles.
   g. Long drive and gas.

*In some cases the percent does not total 100, with the remaining percentage attributed to those respondents who elected to not answer the particular question.

ILLUSTRATION 3 (continued)

6. Were you making car payments while attending school?

YES	25	35%
NO	46	65%

7. While attending vocational, technical school did you:

-Stay at home and commute less than 15 miles one way.	25	35%
-Stay at home and commute over 15 miles one way.	26	37%
-Rent a room in the technical school's area.	4	6%
-Rent an apartment in the school's area.	11	15%
Other (please explain)	4	6%

a. Taycheedah Correctional Institute.
b. Rent quite far away.
c. With friends - 15 miles - one way.
d. Was at the Pacquette House.

8. Were you employed while attending school?

NO	39	55%
YES, workstudy job at school.	3	4%
YES, less than 20 hours per week.	5	7%
YES, between 20 hours and 30 hours per week.	11	15%
YES, more than 30 hours per week.	13	18%

9. Did financial reasons cause you to leave school?

NO	51	72%
YES (please explain)	20	28%

a. No job and money I did have was running low.
b. No incoming money.
c. Didn't want it.
d. Can't afford not to have a job and go to school full-time.
e. I was trying to save money - I couldn't work much being here.
f. We really needed some additional income rather than even a small income.
g. I had little to do with it.
h. Too many bills.
i. A lot of "big" bills to pay.
j. Did not have enough to pay my bills and live off of.
k. My job didn't pay me enough and I couldn't get any financial aid.
l. I would like to work and earn money for coming marriage.
m. Wanted more time to work.
n. Was drinking too much because of personal problems. Spent too much money because of it.
o. Car payments and insurance expenses.
p. No money for books.
q. Financing my own schooling plus apartment - plus car upkeep.
r. Lack of funds.
s. Was running low - need money for food and rent.

ILLUSTRATION 3 (continued)

10. If finances were a problem why did you not seek financial aid?

I did but was turned down.	6	8%
Did not know it was available.		
Process too complicated.	2	3%
Must give too much private information.	4	6%
Other (please specify)	14	20%

a. Didn't want it.
b. Was receiving financial aid.
c. None of the above.
d. Need to work.
e. Did receive it - but last semester it was cut in half since I could only go part-time it would take me several extra years to graduate and then it would take several more years to pay back my loan.
f. I knew I wouldn't be accepted.
g. I did - but not enough.
h. Didn't need aid - just work.
i. I did - but I turned them down.
j. I wanted to pay things on my own.
k. Did not apply.
l. My parents both work and I felt I would be turned down.
m. No problem.
n. Had financial assistance.

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?

YES	61	86%
NO (please explain)	7	10%

a. Did not know about new grading system.
b. I should of taken a mixologist course at night.
c. I was not able to get into the program of true interest in the beginning.
d. I knew enough about the school but the courses kind of surprised me.
e. Brochures didn't explain about programs.
f. I didn't realize how really involved this course was, but I didn't know either if I would or wouldn't like it.

12. Did you enroll in the program which you originally wanted?

YES	59	83%
NO, I was counseled into another one.	3	4%
NO, my first choice was filled.	4	6%
NO, Other	5	7%

a. I thought I would try this one.
b. Tool & Die course was out of my age category.
c. Choice between two programs.
d. My parents talked me out of it.

ILLUSTRATION 3 (continued)

13. Do you feel you were forced to take courses you had no need for?

NO	57	80%
YES (which ones)	14	20%

a. Communications Improvement 2.
b. Bio-Tech Math & Comm. skills 1.
c. Communications.
d. Salesmanship & Communications.
e. A few of them didn't relate much - but I found them interesting.
f. American Institutions.
g. Science, Accounting, Salesmanship and Communications.
h. Blueprint Reading.
i. Typing.
j. Job Relations.

14. When you began school, were you able to take the courses you wanted?

YES	67	94%
NO (if not, why not)	3	4%

a. My choices of classes was made for me.
b. Very helpful in arranging a part-time schedule.
c. Some night ones were cancelled.

15. When you began school, were you able to get the time schedule of classes you wanted?

YES	65	92%
NO (if not, why not)	5	7%

a. The schedule was fixed for everyone in this course, and it left a lot of gaps.
b. Could have been planned better.
c. There was only one schedule available.
d. I was given a schedule which made it impossible to work and go to school at the same time.

16. When you began school did the classes meet your expectations?

YES	46	65%
NO, they were tougher.	7	10%
No, they were easier.	4	6%
NO, but the reasons are varied.	12	17%
NO (please explain)	2	3%

a. When I began I really didn't know what I was in for.
b. It seemed no one cared.
c. Because I wanted to go into aircraft mechanics instead of accounting.

17. Please circle all the students' organizations you participated in while in technical school:

None.	63	89%
Department Club.	5	7%
Student Governing Board.	1	1%
Other	1	1%

a. Vets Club

ILLUSTRATION 3 (continued)

18. Why did you enroll in vocational, technical school?

Parents forced me to go.	3	4%
Counselor directed me.	1	1%
Friends talked me into it.	3	4%
Could not find a job and decided school was a good alternative.	13	18%
Wanted skills to get a job.	23	32%
Wanted a degree in the program I enrolled in.	11	15%
Was not sure what I wanted to do so thought I would try school.	10	14%
Other (please specify)	7	10%

a. Parents interested me in it.
b. Get a better job.
c. To further my education.
d. Wanted to go.
e. Wanted to better myself.
f. To get out of Taycheedah.
g. Love children.
h. Wanted a better knowledge in Auto Body.
i. More reasonable financially than college.

19. Did you have any goal in mind when you entered Tech?

NO	7	10%
YES, an associate degree.	18	25%
YES, a 2-year diploma.	7	10%
YES, a 1-year diploma.	21	30%
YES, to get the courses I needed to get a job.	14	20%
Other (please specify)	4	6%

a. To expand my knowledge in electronics and prepare myself for self-employment.
b. Would like to be a nurse.
c. Yes, a 1-semester diploma.
d. Try to determine what I wanted.
e. I wanted to get into another course - aircraft, but needed money to go to another city to the school I wanted to.

20. If there is one reason you could pick for leaving school early, what would it be?

a. No money so I needed a full-time job.
b. Go to work.
c. Going back to school.
d. Personal financial problems.
e. Really don't want to go into Food Manufacturing, plus I want a college education.
f. Moving.
g. I got a good job.
h. A job offer with good pay.
i. Left early due to major surgery.
j. Found my calling in life.
k. Not interested in this type of career.
l. Because my family needs me and I couldn't handle school, my family, and taking care of my dad's business at the same time.

ILLUSTRATION 3 (continued)

m. No time to do my homework.
n. Class didn't meet expectations and too many hours because I work full-time and I dislike classroom work.
o. Didn't feel I had the ability or aptitude.
p. A good job.
q. Health reasons.
r. The pressures of school and personal conditions began to affect my health.
s. The job I've been offered looks like a real good opportunity.
t. Lost interest in school and the subject.
u. Would not leave school until I've finished my courses
v. There is no one reason.
w. I'm wasting money because I know that I don't want to become a secretary.
x. Money.
y. So smart the school had nothing to offer me.
z. Course full.
aa. To be able to complete all my courses early.
bb. I was in debt too much and had to be paid as soon as possible.
cc. To be with my boyfriend and start earning some money.
dd. Personal reason.
ee. Career choice - found a different one I like.
ff. To go home and eat.
gg. Job.
hh. Did not like what I was in.
ii. Didn't feel that the job was right for me.
jj. Get into aircraft schooling.
kk. Transportation.

21. Do you wish you could have remained in school?		
YES	38	54%
NO	28	39%

22. I would have remained if I had:		
More counseling.		
Better counseling.		
More help with my problems.	11	15%
Better schedule.	7	10%
Better classes.	2	3%
Better instructors.	2	3%
Financial aid.	7	10%
Different method of instruction.	2	3%
(Please explain)		
a. If it was taught by teachers and not by machines it might help.		
b. More individual help.		
Other (please specify)	26	37%

ILLUSTRATION 3 (continued)

a. Made enough money myself.
b. Not really sure what I want to do now.
c. Part-time job,different living conditions.
d. Lived closer to school.
e. If I could work nights.
f. A good part-time job.
g. Liked the course.
h. Had not missed so much from sickness.
i. Better health.
j. Want different profession.
k. Course was full.
l. Had not been involved in a car accident.
m. My problems have to be solved by myself.
n. Liked what I was going to do.
o. Really thought I would enjoy working at it.
p. Found a course I liked better.
q. To get into aircraft mechanics.
r. Would have had more money.
s. Less CBI more classrooms hours.
t. Choose another course.
u. More advanced Auto Body.
v. Shop classes.
w. Wouldn't have been so much technology involved in the program.
x. Stayed in area.
y. More money saved.
z. More self-discipline.

23. Do you think the faculty and staff tried to help you stay in school?

YES	46	65%
YES, but not very much.	6	8%
NO	5	7%
NO, I was just another number.	4	4%
Other (please specify)	3	6%

a. I've already made up my mind.
b. Faculty and staff had no bearing on whether or not I stay.
c. I don't believe they had any idea I was leaving.

24. Do you plan to attend this school or any other in the near future?

YES, this technical school.	29	41%
YES, another technical school.	12	17%
YES, a university or community college.	6	8%
NO	19	27%

ILLUSTRATION 3 (continued)

25. What do you think of the vocational, technical school?

Too much like high school. (please explain)	5	7%
a. Atmosphere is the same.		
Too big and confusing.		
Just right.	41	58%
Did not meet my needs. (please explain)	8	11%
a. Too much like a college - not a tech. school.		
b. Good.		
c. They're OK, but I'd rather be working if it's a good job.		
d. Went too fast.		
e. School is excellent.		
f. Work full-time.		
Other (please specify)		
a. Would, however, be greatly improved to suit the needs of the man who has to hold a full-time job by the addition of a CBI program.		
b. Inmates should not be here.		
c. Little bit too elementary.		
d. Freedom was just great.		

26. Did you get what you wanted from this school?

YES	48	68%
NO, if not, please explain what you wanted and why you did not get it.	17	24%
a. Didn't get to finish my courses.		
b. Want different position.		
c. Not comfortable at this school.		
d. The training was good - it's just not what I want.		
e. I simply decided college was what I really wanted.		

27. What could this school do to offer better services to you?

a. Explain the classes you have taken before you get to class.
b. Not worried about grading as much as teaching.
c. Start later.
d. The services offered by the school are very good and the staff, teachers and programs are excellent.
e. Offer a bigger selection of courses.
f. Give me something to want to come.
g. Be more organized.
h. Counselor which was full-time.
i. Better literature.
j. More help and information.
k. Hold classes early in day.
l. Get an aircraft course going.
m. Have a wider range of class schedules to help the people who are working.
n. Be more responsive and pleasant.

ILLUSTRATION 3 (continued)

28. Please list all the courses you took and then rate them on the scale to the right by circling the appropriate number.*

COURSE TITLE	EXCELLENT (1)	AVERAGE (2-3)	POOR (4-5)
Electronics Math			4
Bio-Tech Math			4
Comm. Skills			5
Process of Industry			4
Die Print Reading			4
Customer Relations			5
Basic Electricity			4
Salesmanship			4
Card Punch			5
Math			4
Welding			4
American Institutions			4
Accounting			4
Key punch			4
Typing 2			4
Electronics Related			5
Guid. Child			5
Family Relations			4
Self Awareness			4
Metal Science 1B			5
Introduction Data Processing			4
Pers. Vocat. Relationship			4
Business Law			4
Medical Terminology			5
Human Relations			4
Job Relations			5
Medical Terminology			5
Health Org. & Function			4
Ward Clerk Skills			4
Metal Science			4

29. Please take a few minutes and write down anything you think was not asked but should be commented on.
    a. Very satisfying place to be.
    b. Teachers need to get more involved with individuals.
    c. Level of teaching should not be so much like high school.
    d. Pushing us through the course too fast.
    e. Quality of instructor is generally excellent.

* Only "poor" courses are indicated

ILLUSTRATION 4

PERSISTER SURVEY FORM TOTALS

DIRECTIONS: Please circle one correct number of your choice or fill in the blank as indicated. If more space is needed to comment on a question or answer it more completely, please write in the margin or on the back of the sheet.

1. How old are you right now? 19.7 Yrs. old (Average)

2. Sex:

Male	36	71%
Female	15	29%

3. Marital Status

Single	50	96%
Married	2	4%
Divorced		
Separated		
Widowed		

4. Attending a technical institute full-time/ part-time 52 100%

5. Is transportation a major problem while you are attending school?

YES	12	23%
NO	40	77%

6. Are you making car payments while attending school?

YES	13	25%
NO	38	73%

7. While attending vocational, technical school do you:

Stay at home and commute less than 15 miles one way.	13	25%
Stay at home and commute over 15 miles one way.	28	54%
Rent a room in the technical school's area	8	15%
Rent an apartment in the school's area.	2	4%
Other (please explain)	1	2%
a. Sister & brother-in-law.		

8. Are you employed while attending school:

NO	20	38%
YES, workstudy job at school.	4	8%
YES, less than 20 hours per week .	9	17%
YES, between 20 hours and 30 hours per week .	16	31%
YES, more than 30 hours per week.	3	6%

9. Since entering this school have you encountered any financial problems?

NO	29	56%
YES (please explain)	22	42%

ILLUSTRATION 4 (continued)

a. My parents are paying for my schooling and they just moved so things are a little tight.
b. Could not get financial aid.
c. Car payments and gas.
d. Books.
e. Workstudy isn't enough for buying tools and paying rent.
f. Money.
g. Applied for financial aid.
h. Can't find a job.
i. No recreation or food.

10. If finances are a problem have you sought financial aid?

YES, and I am now receiving financial aid.	10	19%
I did but was turned down.	11	21%
Did not know it was available.	3	6%
Process too complicated.	4	8%
Must give too much private information.	1	2%
Other (please explain)	4	8%

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?

YES	48	92%
NO (please explain)	4	8%

12. Did you enroll in the program which you originally wanted?

YES	48	92%
NO, I was counseled into another one.	1	2%
NO, my first choice was filled.	2	4%
NO (other)	1	2%

a. Not in a program to serve my reason for coming.

13. Do you feel you were forced to take courses you had no need for?

NO	27	52%
YES (which ones)	24	46%

a. Applied Science
b. Human Relations
c. Math
d. Communications
e. Machine Shop
f. Applied Physics

14. When you began school, were you able to take the courses you wanted?

YES	40	77%
NO (if not, why not?)	12	23%

a. Took courses I needed to graduate.
b. Didn't have it.
c. Didn't get any choices.

ILLUSTRATION 4 (continued)

15. When you began school, were you able to get the time schedule of classes you wanted?

YES	35	67%
NO (if not, why not?)	15	29%

a. 1st semester was alright, but 2nd semester makes it cramped to get to work.
b. No choice.
c. Too many other people wanted early classes.

16. When you began school did the classes meet your expectations?

YES	37	71%
NO, they were tougher.	2	4%
NO, they were easier.	5	10%
NO, but the reasons are varied.	5	10%
NO (please explain)	2	4%

a. Not enough time in shop.
b. Took classes we didn't want.

17. Please circle all the student's organizations you now participate or have participated in while in technical school:

None	26	50%
Departmental Club	17	33%
Student Governing Board	-	
Other (specify)	6	12%

18. Why did you enroll in vocational, technical school?

Parents forced me to go.	2	4%
Counselor directed me.	1	2%
Friends talked me into it.	1	2%
Could not find a job and decided school was a good alternative.	5	10%
Wanted skills to get a job.	24	46%
Wanted a degree in the program I enrolled in.	9	17%
Was not sure what I wanted to do so thought I would try school.	3	6%
Other (please specify)	5	10%

a. Hated factory.
b. Teachers convinced me.
c. To help me in my profession.
d. Less expensive than college.

19. Did you have any goal in mind when you entered tech?

NO	6	12%
YES, an associate degree.	1	2%
YES, a 2-year diploma.	28	54%
YES, a 1-year diploma.	10	19%
YES, to get the courses I needed to get a job.	5	10%
Other (please specify)	2	4%

a. To learn about people.
b. To learn basics.

ILLUSTRATION 4 (continued)

20. If there is one reason you could pick for leaving school early, what would it be?
    a. Tested out and got a job early.
    b. Church authority.
    c. Summer.
    d. Job .
    e. Problems at home .
    f. Programs too general.
    g. A job working with children .
    h. Not doing good in school.
    i. Get married .
    j. Lack of money .
    k. Classes being cancelled .

21. Do you hope to remain in school and graduate?

YES	41	79%
NO	6	12%

22. If you could pick ONE reason to withdraw from school it would be because of need for:

More counseling .	4	8%
Better counseling .	1	2%
More help with my problems .	2	4%
Better schedule.		
Better classes .	6	12%
Better instructors.	5	10%
Financial aid.	18	35%
Different method of instruction .	4	8%
Other (please specify)	3	6%

    a. I don't like modules.
    b. Church authority.

23. Do you think the faculty and staff try to help you stay at school?

YES	29	56%
YES, but not very much .	15	29%
NO	1	2%
NO, I am just another number .	2	4%
Other (please specify)	2	4%

24. Do you plan to attend this school or transfer to any other in the near future?

YES, this technical school .	23	44%
YES, another technical school.	3	6%
YES, a university or community college .	1	2%
NO	23	44%

25. What do you think of this vocational, technical school?

Too much like high school. (please explain)	7	13%
a. Especially English courses,		
Too big and confusing.		
Just right.	37	71%
Does not meet my needs. (please explain)	2	4%
Other (please specify)	2	4%

    a. I like it more than high school - more responsibility.

ILLUSTRATION 4 (continued)

26. Do you get what you want from this school?

YES	43	83%
NO (if not, please explain what you wanted and why you did not get it)	6	12%

a. To learn how to fix a car, not to be an English major.

27. What could this school do to offer better services to you?
   a. Increase shop experience and theory.
   b. Give choices in classes.
   c. Get parts for equipment.
   d. Get rid of module system.

28. Please list all courses you are taking and then rate them on the scale to the right by circling the appropriate number.*

COURSE TITLE	EXCELLENT (1)	AVERAGE (2-3)	POOR (4-5)
Child Dev. 1 & 2			4-5
Learn Prog. Act.			4-5
Creative Act.			4-5
Independent Study			4-5
Human Relations			4-5
Applied Science			4-5
Self Awareness			4-5
Orientation to Aide Occupations			4-5
Family Relations			4-5
Math			4-5
Applied Physics			4-5
Finish Process			4-5
Shop			4-5
Communications			4-5

29. Please take a few minutes and write down anything you think was not asked but should be commented on.
   a. Do not think modules is a good method of teaching.

*Only "poor" courses are indicated.

CONCLUSIONS AND RECOMMENDATIONS

In reviewing all of the information collected through the Attrition Study over the previous two years, it seems that we haven't anything new, and that we haven't made use of what we know. Basically, attrition research has focused on determining the characteristics of a student who dropped out, and comparing these characteristics to those students who stay in school and graduate.

When making such comparisons, it seems that two different kinds of reasons for withdrawing from school begin to appear - the stated or acceptable reasons such as finances, personal, or finding a job; and the real reasons. Literature on attrition groups the real reasons into four major categories, and these four categories are applicable to MPTI.

The four most important real reasons for withdrawing from MPTI are:

A. Academic Boredom - MPTI is too closely related to a student's previous high school experiences; or courses are required that don't seem necessary; or the instructors or their teaching methods are not inspiring to students.

B. Incompatibility - a conflict exists between the student and the campus environment, or the people on campus.

C. Irrelevance - "I don't know why I'm here; thought I'd try school; and you don't seem to be able to tell me why I should stay here."

D. Isolation - the student becomes lonely and depressed; he/she doesn't feel like a part of MPTI.

Each of these four reasons leads students toward a decision to withdraw from school, and this decision is usually reached before a student notifies Student Services of their decision to drop out. Therefore, a well-planned strategy is needed to combat attrition and to create a "staying" atmosphere at MPTI. The following recommendations are offered to assist in the creation of this "staying" atmoshpere at MPTI:

A. Accept the fact that preventable attrition exists at MPTI; and make a firm decision to try various methods to reduce this attrition.

B. Improve the recruitment process by realizing that:

   1. Recruiting graduates-to-be is very different from recruiting students-to-be. Some type of screening process should be initiated to assist in academic counseling and program placement. Students should also receive more and better information before they arrive at school.

   2. Academic advising and career planning begins with the admission's staff.

3. At times, a number of students will come from the same high school. Will they maintain the same patterns, have the same friends at MPTI as they had in high school? Does MPTI offer these students the opportunity to expand their experience and to discover new friendships?

C. Develop a meaningful Orientation at MPTI. In order to get students to stay, it is necessary to get them started right.

In general, a good orientation program should contain a series of informative newsletters about MPTI during the months prior to the student's arrival. This should be followed by a formal orientation at the beginning of each semester for incoming students. At the formal orientation, care should be taken not to overburden students with information. They should be introduced to MPTI and to the services that are available to them. An attempt should be made to bring together the feelings, aspirations, and expectations of the students and their parents into harmony with the expectations and experiences of MPTI as an educational institution.

Finally, at orientation, each student should receive a "survival manual." This manual should clearly and simply outline customary procedures and requirements at MPTI. Some advice the manual could include are a flow chart for registration, a graduation checklist through which students can learn what is required of them before graduation, questions and answers on Competency-Based Instruction, steps to be taken in decision making, and grading procedures.

D. One of the most critical times for attrition is during the first six weeks of the semester as a large majority of students tend to withdraw during this time span. It is at this time that students are evaluating MPTI to see if they can meet their needs here. It is also at this time that MPTI should be trying to foster this sense of belonging among the students.

Faculty members and returning students should be alerted to the fact that there are new students on campus and that all of us should make ourselves available to them and assist them in becoming a part of MPTI.

Finally, in order to alleviate the pressure of having to make a decision on whether to remain at school or to withdraw during the first week or two of the semester, the MPTI refund policy should be revised. The policy as it presently exists is a strong influence on students to get out before they end up losing money on the deal. By relaxing the policy, students as well as MPTI staff will have a little more time to make their relationship an enjoyable and binding friendship.

E. An "early warning system" should be developed at MPTI. As we have seen from the research conducted at MPTI and at other VTAE schools, it is very difficult for an outside agency to predict which students will be Persisters and which students will be Non-Persisters. We also know that there are many indicators shown by students before they end up at Student Services stating they wish to withdraw. Some of these indicators include: (1) late registration, (2) non-participation in school clubs or activities, (3) older and disadvantaged students isolated in a class of 18-20 year olds, (4) needing money but not seeking financial aid, (5) working more than 20 hours per week, and (6) being a close friend of a Non-Persister (most Non-Persisters talk things over with their friends before dropping out).

Staff members should be trained to identify students who may be Non-Persisters. Once staff members are trained, a referral card system should be put into operation at MPTI. All faculty members should receive a supply of referral cards during the first week of school. At the end of the third week and bi-weekly thereafter, faculty members would be asked to indicate on the cards students who fail to appear for classes or who seem to be having some kind of academic or personal difficulty. These cards would be turned in to Student Services, whereby the students could be contacted and offered assistance in dealing with any problems they might have.

F. Working hand in hand with each of the other recommendations is the need for an efficient counseling system, as a good counseling system is perhaps the best method for reducing attrition. Most schools interested in reducing attrition have found that a student counseling/advising program from admissions through job placement is a necessary first step.

It was also found that in most cases where students seek counseling, they first approached their peers, followed by their parents, teachers, and finally, school counselors. And, along with their choice of counselors, many students state that the traditional methods of school advising are no longer effective.

Therefore, two new approaches should be implemented at MPTI. First, academic advising should be separated from personal counseling. In other words, there should be a center on campus where a student can walk in and receive assistance with any personal problems they might encounter. Along with this personal counseling center, students should continue to receive accurate information on financial aids and other academic concerns. Each counselor should not be required to handle both personal and academic counseling.

Second, seeing that school counselors are at the bottom of the list when it comes time for students to seek advice, the counseling program should be expanded from Student Services to the faculty, parents, and even peers. Faculty members have daily contact with students and are in an excellent position to know when students are having problems. For that reason alone, advising students may be the most important kind of teaching done by the faculty.

Parents and peers should also be made aware of their role as a consultant. Articles in a student newspaper or in the newspaper serving our District should point out to parents and students the role they play in the counseling process.

G. Working along with improved counseling should be the establishment of a sensitive exit interview process, as we all know that an unhappy, disgruntled student who leaves the campus and goes back home is not going to say, "I failed, it was my fault that I didn't like the institution." Quite the contrary, they will outline very carefully why MPTI failed, why MPTI wasn't right for them.

Therefore, an exit interview should become a key to our retention efforts. In most cases where a student is withdrawing from school, he/she will be experiencing some conflict regarding the decision to leave. An effective counselor can elicit their reasons for learning, and in some cases, assure the student that the decision to withdraw is a wise one. In other cases, the counselor is in a position to take note of the reasons for leaving and begin to correct them.

One of the areas where assistance can be given is to students who plan to drop out of school for a short time and return later. A "stop-out" plan should be developed with these students outlining the activities they plan to do until they return to school. Perhaps a type of independent study will be useful for them and maintain their interest until they return. They might also enjoy receiving the student newspaper to keep abreast with what is taking place at MPTI. The "stop-out" plan should be non-binding in a legal sense, but there should remain some type of psychological commitment to MPTI.

H. A second critical time for attrition is shortly after the close of each semester. As a student returns home, relieved of the pressures of final exams, school activities, etc., and beginning to take home much needed money from summer jobs, it becomes easy to make a decision not to return to school for the next semester.

To combat this situation, registration for all returning students should be taken care of before the end of the present semester. Students should also be kept informed of activities at MPTI, and each student should be aware of a person they can contact to receive help and information from while they are away from school on vacation.

I. In conclusion, an Attrition Reduction Checklist is presented whereby we can evaluate ourselves at MPTI. How well do we meet these objectives?

ATTRITION REDUCTION CHECKLIST

1. Analyze Recruitment and Admission Procedures.
   a. Do students expect programs not offered?
   b. What percent of prospects visit MPTI?

2. Study Persisters vs. Non-Persisters.
   a. Men - women
   b. Rural - urban
   c. Geographical area
   d. Where do students go when they leave?
   e. Program decided - undecided

3. Assess Student Learning Needs
   a. Inventories: personality, critical thinking ability, reading ability, learning skills, goals, etc.
   b. Career potential assessment
   c. Student characteristics profile

4. Develop an Early Warning System
   a. Advising program
   b. Primary group atmosphere
   c. Peer group support
   d. Sensitive faculty

5. Develop Advising System
   a. Are we "resource persons" or "judges"?
   b. Advising as part of teaching
   c. Training for advisors
   d. Peer advisors

6. Revise Orientation
   a. Student development vs. socialization
   b. No information overload
   c. Critical moments of academic life are prepared for
   d. Student expectations are discussed
   e. Learning experiences model MPTI goals

7. Review Academic Policies
   a. Are policies punitive?
   b. Is policy rationale communicated well?
   c. Is flexibility maximized?
   d. Are some students exempt?

8. Establish Educational Support Programs
   a. Learning skills: reading, writing, thinking
   b. Tutoring

9. Enhance Personal Counseling
   a. Help students face failure
   b. Help students handle stress
   c. Provide referral services
   d. Develop preventive counseling

10. Assess Non-Academic Factors
   a. Student environment - live or dead?
   b. Study atmosphere
   c. Involvement in government

11. Cultivate Parent's Role
   a. Orientation
   b. Reporting system

12. Examine Quality of Education
   a. Curriculum design
   b. Teaching abilities
   c. Breadth and depth of offerings

13. Establish Exit Procedures
   a. Are students "helped" out?

Attrition Study

NORTHEAST WISCONSIN TECHNICAL INSTITUTE
Green Bay, Wisconsin

Robert Budz
Research Investigator

NWTI ATTRITION STUDY 1976-77

As a means of participating in the State Consortium on Attrition, NWTI Student Services chose to conduct several projects related to the attrition problem. Due to the nature of the work performed the results cannot be fully gathered or analyzed until another year or two passes. However, the following is an attempt to analyze that data and information which we were able to collect.

In one phase of the project it was determined that we would pick a pilot group, the Mechanical Design students, and attempt a more personalized earlier orientation for the students. Assumptions made were that the Mechanical Design group was a group with a high attrition rate. The attrition seemed to be caused by some specific problems namely lack of math preparation, sequencing of classes which becomes complicated after the math deficiency is analyzed and discovered, and general lack of knowledge regarding the objectives of the program. With these assumptions we theorized that by speaking and working with these individuals before they were admitted to NWTI we could reduce the severity of the problem.

An NWTI counselor with the assistance of two and sometimes three of the instructors from the Mechanical Design program made arrangements to have an orientation each month of the school year. All Mechanical Design applicants were then invited to attend one of these orientation sessions. No individuals were accepted to the program without attending one of these sessions until after the July orientation session. Essentially then, that handful of individuals who applied and were accepted after July or between July and September were the only ones that did not receive the orientation. The orientation consisted of a thorough description of the Mechanical Design curriculum discussed primarily by the instructors and advisors of the program. The need for a proper sequencing of classes was discussed as well as the need for a good mathematical background. Developmental math was greatly encouraged for a number of people emphasizing the fact that it was usually math that caused the sequencing problem. Student Services discussed the placement policies and records as well as statistics and discussed other potential problems including such things as Veteran's benefits, financial aid, housing, etc. A tour of the drafting and machine areas was given as well, with the total time being upward of two hours sometimes taking three hours for these groups. Groups generally were small averaging about five or six people.

Although it is not possible to assess the results at this time nor will it ever be possible to have real empirical data on the results, reactions from the individuals concerned have been very positive. Students attending generally took good advantage of the time we spent with them and commented favorably on our efforts. The instructors and advisors that participated had very good feelings that this would produce some very real benefits. The idea spread to other areas and other instructors and advisors actually requested we do something like it in their areas. Counselors involved were also encouraged that problem areas were brought out to students so very early that students who thought they could not cope with these problems often decided not to follow through with their applications and actually in some cases cancelled their application. Those who decided to pursue their program seem to be better prepared to cope with expected problems.

Only by looking at the attrition rate in the next year or two will we be able to give a real positive feedback regarding this element of our attrition program.

In our other two segments of the attrition project, we attempted to work under a primary assumption that students who would receive extra amounts of counseling would be able to stick with the program, and in general have a better chance of success with the program they chose.

Two separate approaches were developed. In one case we chose the Model Building group as a split half technique in which case one-half of the Model Builders received some intensive counseling and the other half were allowed to use the normal facilities of the institute. In the other segment of this counseling project, program drops from various areas were identified and one-half of the group was again to receive more intensive intrusive counseling whereas the other half was allowed to use the normal facilities of the institute. The rationale of this particular segment of the project was that by working more closely with an individual, by identifying them and by identifying a counselor to them who was interested in them and was willing to work with their individual problems, we might be able to have an individual adapt to the system more readily. Obviously since the individuals have not completed their stay here at NWTI it is not possible to determine statistically the exact results. Several conclusions can be drawn at this time however. One is that the counselled students do not seem to have overwhelmingly been more successful in staying in the program that they originally selected. There seem to be a few extra in that group who have stayed in the program but statistically an insignificant number. The same applies to the number that transferred to other programs or schools. The item that is most difficult to statistically validate but which we feel may be a valuable affect of counseling is that the individual who does become an attrition statistic as far as the program is concerned is able to make a more successful adaptation to their second choice or to their actual dropping of school. This of course can only be surmised

and in the structure of our studies will not be able to be proven. A third item, which is a type of conclusion which could be drawn but is not necessarily what we had looked for, was one of the greatest problems in working with the students in this project was counselors have the least time to give to this intensive, intrusive counseling in the early parts of the year. This is due to all other commitments they are involved with in the make-up of the institute. It is very possible that because of the other commitments, the counselors that have worked on this project were not able to give the intensive counseling as early in the year as they would have liked to. This, of course, is a significant item in the fact that not only those individuals who we made specific attempts to work with are not seen early but those individuals who use the normal facilities of the institute are equally deprived of some valuable counseling time. The precise manner of correcting a situation like this can only be speculated on at this time but it would seem that some method of gerrymandering time commitments, etc. could be developed.

SUMMARY In general, it was felt that the early eyeball effect of our project had positive results. However, statistics tabulated over the next year or two will be necessary to validate our hunches.

CONSORTIUM

FINDINGS & ANALYSIS

AND

CONCLUSIONS & RECOMMENDATIONS

GENERAL FINDINGS AND ANALYSIS:

Results varied from school to school and sometimes schools had conflicting results. This difference could be due to regional differences or to the variations with which each school conducted its part of the study. For more accurate information read each individual report and compare methods with results.

1. Females have proportionally higher attrition rates than males. (See Tables 1 & 30, Illustrations 3 & 4 - #2)

2. Schools differed with regard to age in relationship to attrition.

3. The percentage of those married among dropouts is greater than those married among persisters. (See Tables 3 & 31, Illustrations 3 & 4 - #3).

4. Approximately one-third of the drop-outs are now employed full-time. (See Table 32, Illustration 3 - #4).

5. Car payments that students made while attending school varied between schools, but when compared between persisters and drop-outs, no significant difference could be seen. (See Tables 7 & 34, Illustrations 3 & 4 - #6).

6. The main problem dropouts had financing their education was ineligibility for grants (See Table 9) at one school, but not the others. (See Table 38, Illustrations 3 & 4 - #10).

7. Outside employment is not a major cause of attrition. (See Tables 19, 36, Illustrations 3 & 4 - #7). Dropouts work less than persisters while in school.

8. Neither dropouts nor persisters had many transportation problems. (See Tables 6 & 33, Illustration 3 & 4 - #5).

9. Car payments did not appear to be a major financial reason for leaving. (See Tables 7 & 34, Illustrations 3 & 4 - #6).

10. Dropouts tend to live at home. (See Tables 5 & 35, Illustrations 3 & 4 - #7).

11. Financial problems were not a major cause of attrition. (See Tables 8 & 37, Illustrations 3 & 4 - #9).

12. Lack of knowledge about school at time of enrollment was not a major cause for attrition. (See Tables 12 & 39, Illustrations 3 & 4 - #11).

13. Failure to enroll in the program students originally wanted was not a major cause of attrition. (See Tables 13 & 40, Illustrations 3 & 4 - #12).

14. Taking courses they thought they had no need for was not a major cause of attrition. (See Tables 14 & 41, Illustrations 3 & 4 - #14).

15. Failure to take courses students originally wanted was not a major cause of attrition. (See Tables 15 & 42, Illustrations 3 & 4 - #14).

16. Time scheduling was not a major cause of attrition. (See Tables 16 & 43, Illustrations 3 & 4 - #15).

17. Classes not meeting students' expectations was not a major cause of attrition. (See Tables 20 & 44, Illustrations 3 & 4 - #16).

18. Dropouts do not belong to or participate in many student clubs or organizations. (See Tables 21 & 45, Illustrations 3 & 4 - #17).

19. Many dropouts wished they could have remained in school (See Tables 24 & 48, Illustrations 3 & 4 - #21).

20. Dropouts wanted more help with their problems. (See Table 49, Illustrations 3 & 4 - #22).

21. Persisters point financial problems as the major reason for possibly leaving school. (See Table 49, Illustrations 3 & 4 - #22).

22. Dropouts tended to think faculty and staff tried to help them stay in school. (See Tables 22 & 50, Illustrations 3 & 4 - #23).

23. Dropouts tended to think they would continue their education at a later date. (See Tables 25 & 51, Illustrations 3 & 4 - #24).

24. Most dropouts thought the school they dropped out of was just right. (See Tables 26 & 52, Illustrations 3 & 4 - #25).

25. Dropouts tended to think they got what they wanted from the school they dropped out of. (See Tables 27 & 53, Illustrations 3 & 4 - #26).

26. Dislike for general education courses was not a major cause of attrition. (See Tables 54 & 55, and Graph #1).

27. An attempt to identify the potential dropout early and assist that student to complete the program was not effective in reducing attrition in this particular study. (See Tables 56, 57, 58 and Illustrations 3 & 4).

GENERAL CONCLUSIONS:

These following conclusions are gleaned from all the consortium reports and emphasized here. This is more of a compiled summary of what all the schools agree on than a specific listing of what each institute found. Please peruse each individual report in order to understand what was done that led to these conclusions.

1. Though giving special assistance to students who have been identified as potential dropouts might help reduce attrition in some post secondary institutions, it did not reduce attrition in this project at the participating schools. Note: The project being conducted at Northeast Wisconsin Technical Institute might show different results due to its unique approach.

2. Many difficult-to-control and time-consuming-to-control variables are present in early identification of potential non-persisters. Identification takes much work before classes start. It simply does not work in our present functioning environment. Identification is not accurate except in a few cases. When identification is accurate, it often arrives too late to get help to the student. The number of departments and people involved make efforts directed toward assisting the potential dropout difficult to control/and measure. Effort to reduce attrition varies according to the priorities of each department and instructor.

3. As we found in Phase I of this study reasons for attrition vary greatly and are often not even known to the student who drops out. Dropouts would rather choose the selection "other" in a multiple choice response than choose one of the choices provided. Often they write in one of the choices that was offered above. When written in, dropouts' responses are often vague and not to the point. There is a definite difference when the dropouts' responses are compared to those of the persisters.

4. Dropouts are not very critical of anything. They complain about what they cannot handle, but they are not critical. This is very observable in the responses to survey question number 27, 28, and 29. Dropouts' responses were nebulous and not to the point. Persisters were very critical of the school and much more assertive in getting their points across. A good objective to use in describing the dropout is "wishy-washy". If he is provided with an excuse for dropping out, the non-persister will take it. But when it comes to giving a specific reason, the dropout is not normally up to it. A few of the dropouts have indisputable reasons for leaving early, but the majority do not - especially those leaving first semester.

5. Students are not affected by working outside of school as much as some research has indicated. Indications from this study (see Tables 19 and 36, Illustration 3 & 4 - #5) show that persisters work more than dropouts do. Persisters complained more than dropouts and were more critical of the school too. This keeps getting back to problems the potential dropout might have that are not able to be directly approached - namely his or her attitude.

6. The persister's attitude toward her or himself seems fairly positive as he is critical of everything around him. The dropout tended to respond that everything the school did was okay. The dropout tended to leave the blame for dropping out on him or herself. This was also reflected in Graph 1 and Tables 54 & 55 where the persisters show a distinct difference in their like of general education courses as opposed to courses in their major but dropouts don't.

7. The one thing that dropouts did mention was that they need more help with their problems. It is interesting to note that quite a few persisters stated the same thing. Persisters thought that the student should be made to feel more at home and indicated that to be a problem when first attending the school. This is something that has come up in other studies and seems to be somehow connected with persistence. Students who joined clubs and activities and who worked at the school on workstudy programs had far less tendency to drop out than those students who did not get involved with school functions. (See Illustrations 3 & 4 - #17 and Tables 21,36 & 45). This is in keeping with what other schools have found about a student's relationship with the school compared to attrition.

8. Not many dropouts (see Tables 17,18,46 & 47, Illustrations 3 & 4 - #18 & 19) came to Technical Institutes to obtain a degree or diploma of some sort. Many came to school because they were out of work and wanted more skills or something to do while waiting for another job. In such cases, unless school becomes very inviting for them, potential non-persisters will tend to leave as soon as a viable alternative to school comes along.

9. Coinciding with the above conclusion is the seeming irrelevance unmotivated students see while they are attending school. "I don't see why I'm here; thought I'd try school; and you don't seem to be able to tell me why I should stay here."

10. Student isolation never was mentioned by the study or by the students directly. However, it permeated the air as the responses came in. This was especially evident in club participation. (See Tables 21,36, & 45, Illustrations 3 & 4 - #17) and the wishy-washy attitude of most dropouts (see Graph 1).

11. Some people do have valid reasons for leaving. For the most part, however, persisters and non-persisters experience the same problems. Persisters handle their problems better. Non-persisters, for the most part, allow normal, everyday problems to cause their early departure from school.

GENERAL RECOMMENDATIONS:

As with the conclusions, these recommendations have been gleaned from each of the four individual institute studies. To obtain a more specific explanation of what led to specific recommendations, please read each individual report.

1. Stress importance of student attrition to faculty & staff through inservice, workshops, and by making retention a school priority.

2. Initiate retention program for all students, not just potential dropouts. Potential Dropouts would then be surrounded by an environment of positive students advocating retention, and potential persisters would be reinforced and benefit too. Support for this type of approach can be found by reading Fritz Heider's Balance Theory, Cohen's Attitude Change and Social Influence, and Festinger's Theory of Cognitive Dissonance.

3. Assist students in handling their finances. Incorporate a budgeting skills program into their classes early in the fall semester.

4. Campus organizations should more actively seek out students and act as a motivational force for same program.

5. Maintain an aggressive follow-up program of the dropouts inviting them to re-enter school. Make re-entry easy and let them know that. Let them know the school wants them back. Offer stop-out procedure as an alternative to dropping out, thus opening every avenue for student to re-enter school because many dropouts either re-enter school or have the desire to. This would give the dropout a psychological commitment to return.

6. Review other efforts to increase retention by subscribing to RETAIN (Drake University) and other periodicals which publish such efforts. Send staff to institutes that are employing successful methods of retention and have them implement those methods at their own school.

7. Implement trial orientation methods for programs with high attrition rates to acclimate the potential student to the program beforehand. This could be incorporated into the admissions procedures slowly on a trial basis program by program. Northeast Wisconsin Technical Institute is making this effort now with seemingly good (though as yet unsubstantiated) results. (Read NWTI Report and MPTI recommendations).

8. Ensure students have help when (or before) they need it - as well as afterwards when they have already decided to withdraw.

9. Recruitment process should be employed with Student Retention in mind.

10. Make retention a departmental responsibility and allow different departments to initiate their own projects to increase retention.

11. Study graduates and discover what makes them persisters.

12. Examine degree oriented programs and evaluate whether or not they are meeting student needs or goals. Perhaps alternative, parallel, non-degree programs can be established for those who need them.

13. Work with one program at a time to reduce attrition because reasons for dropping out vary by program and cannot be identifed or corrected schoolwide.

14. Improve information gathering as student enrolls ensuring all pertinent data is recorded.

15. Conduct pilot studies of retention programs that are working at other schools such as:
    A. Orientation programs
    B. Peer group counseling
    C. Faculty counseling
    D. Faculty identification of potential dropouts
    E. Early Warning systems

16. Revise the refund policy so potential non-persisters no longer have an incentive to be out by a certain date.

APPENDIX

APPENDIX A

Southwest Wisconsin Vocational-Technical Institute

Bronson Boulevard
Fennimore, Wisconsin 53809
Phone: 608-822-3262

Date: _____

Name _____

Address _____

DIRECTIONS: Please circle one correct number of your choice or fill in the blank as indicated. If more space is needed to comment on a question or answer it more completely, please write in the margin or wherever else (on the back of the sheet) there is room.

1. How old are you right now? _____ Yrs. old.

2. Sex
   1. male
   2. female

3. Marital status while at school:
   1. Single
   2. Married
   3. Divorced
   4. Separated
   5. Widowed

4. Please indicate your present status:
   1. Employed full-time
   2. Employed part-time
   3. In military service
   4. Homemaker
   5. Attending a college or university full-time
   6. Attending a technical institute full-time
   7. Seeking employment
   8. Other (please specify) _____

5. Was transportation a major problem while you were attending school?
   1. No
   2. Yes (please explain) _____

6. Were you making car payments while attending school?
   1. Yes
   2. No

7. While attending vocational, technical school did you:
   1. Stay at home and commute less than 15 miles one way
   2. Stay at home and commute over 15 miles one way
   3. Rent a room in the technical school's area
   4. Rent an apartment in the school's area
   5. Other (please explain) _____

8. Were you employed while attending school?
   1. No
   2. Yes, workstudy job at school
   3. Yes, less than 20 hours per week
   4. Yes, between 20 hours and 30 hours per week
   5. Yes, more than 30 hours per week

9. Did financial reasons cause you to leave school?
   1. No
   2. Yes (please explain)_____
   _____

10. If finances were a problem why did you not seek financial aid?
   1. I did but was turned down
   2. Did not know it was available
   3. Process too complicated
   4. Must give too much private information
   5. Other (please specify)_____
   _____

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?
   1. Yes
   2. No (please explain)_____
   _____

12. Did you enroll in the program which you originally wanted?
   1. Yes
   2. No, I was counseled into another one
   3. No, my first choice was filled
   4. No, (other)_____
   _____

13. Do you feel you were forced to take courses you had no need for?
   1. No
   2. Yes (which ones)_____
   _____
   _____
   _____

14. When you began school, were you able to take the courses you wanted?
   1. Yes
   2. No (if not, why not?)_____
   _____

15. When you began school, were you able to get the time schedule of classes you wanted?
   1. Yes
   2. No (if not, why not?)_____
   _____

16. When you began school did the classes meet your expectations?
    1. Yes
    2. No, they were tougher
    3. No, they were easier
    4. No, but the reasons are varied
    5. No (please explain)_____
    _____

17. Please circle all the students organizations you participated in while in Technical school:
    1. None
    2. Departmental club
    3. Student Governing Board
    4. Other_____
    _____
    _____
    _____
    _____

18. Why did you enroll in Vocational, Technical school?
    1. Parents forced me to go
    2. Counselor directed me
    3. Friends talked me into it
    4. Could not find a job and decided school was a good alternative
    5. Wanted skills to get a job
    6. Wanted a degree in the program I enrolled in
    7. Was not sure what I wanted to do so thought I would try school
    8. Other (please specify)_____

19. Did you have any goal in mind when you entered Tech?
    1. No
    2. Yes, an associate degree
    3. Yes, a 2 yr. diploma
    4. Yes, a 1 yr. diploma
    5. Yes, to get the courses I needed to get a job
    6. Other (please specify)_____
    _____

20. If there is one reason you could pick for leaving school early, what whould it be?
    _____
    _____
    _____

21. Do you wish you could have remained in school?
    1. Yes
    2. No

22. I would have remained if I had:
    1. more counseling
    2. better counseling
    3. more help with my problems
    4. better schedule
    5. better classes
    6. better instructors
    7. financial aid
    8. different method of instruction (please explain)
    _____
    _____
    9. Other (please specify)_____
    _____

23. Do you think the faculty & staff tried to help you stay in school?
    1. Yes
    2. Yes, but not very much
    3. No
    4. No, I was just another number
    5. Other (please specify)_____
    _____

24. Do you plan to attend this school or any other in the near future?
    1. Yes, this technical school
    2. Yes, another technical school
    3. Yes, a university or community college
    4. No

25. What do you think of the Vocational, Technical school?
    1. Too much like high school (please explain)_____
    _____
    2. Too big and confusing
    3. Just right
    4. Did not meet my needs (please explain)_____
    _____
    5. Other (please specify)_____
    _____

26. Did you get what you wanted from this school?
    1. Yes
    2. No (if not, please explain what you wanted and why you did not get it)_____
    _____
    _____
    _____

27. What could this school do to offer better services to you?

    _____
    _____
    _____
    _____

28. Please list all the courses you took and then rate them on the scale to the right by circling the appropriate number.

COURSE TITLE	EXCELLENT		AVERAGE		POOR
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

29. Please take a few minutes and write down anything you think was not asked but should be commented on.

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU: Your assistance is greatly appreciated. If you believe you could assist us more by coming in and explaining in person what problems caused you to leave, please make an appointment and do so.

APPENDIX B

5. Was transportation a major problem while you were in school?

Yes (please explain)

had car trouble often

no money for gas

I had to buy a car

distance

I do not have a driver's license

ever since I left Fennimore

the bus did not run the last 2 months - it's a long walk from town

MVI charge

girl who said she would share rides with me kept saying her car was broke down so she wouldn't have to drive

different schedules made rides with others hard to get

do not have my driver's license or a car and lived sometime in Lancaster where it was hard to get a ride

9. Did financial reasons cause you to leave school?

Yes (please explain)

I had to get married

no money for gas or lunches

I couldn't get a loan

I never heard from my grant

too many bills

I could not afford to live in town near school so I moved back home

I don't have any money this year

had a problem paying living expenses and going to school

because of OMVI and commuting from Platteville to Fennimore daily

kept having to borrow money

because I could make more money working than going to school

they thought that Madison would be better as far as facilities

I'm not rich or poor, I'm middle class - it cost too damm much!!!

since reuniting with my husband I could not longer obtain welfare

it was a reason - not just the tuition expenses but everyday expenses

yes and no - I did not care for the nurses aid course and the expense it had at this time

trying to support three children on CETA

10. If finances were a problem why did you not seek financial aid?

Other (please specify)

I didn't think I could afford to support a family while in school.

I like to make it on my own without help.

I did but did not hear anything.

Didn't need it.

Parents make too much money for me to be eligible.

I had it but not enough - I live in Barneveld and work on a farm.

CETA was on my side, but it wasn't enough.

Because of past personnel problems in Galena, IL.

Grant was too late to attend.

Did but aid took so long to get I ran out of people to borrow from.

No they weren't but they all know, I would appreciate it if I could have my money back.

Did, but was not enough to be supported.

I did get financial aid but still wasn't enough for car payments and other bills plus going to school needs.

Could not get a Basic Grant because my parents made too much money.

I have a curse on me. My dad works at John Deere which is presently on strike.

I was already involved on Grants but didn't know if anything else was available.

22. I would have remained if I had:

different method of instruction (please explain)

In math.

More help from them.

I am visually handicapped and its hard to keep up with the rest of the class.

Not running one class into another.

I mean someone who understands the situation of the person.

Other (please specify)

A good part-time job.

The class I wanted and you don't have it.

Not of gotten a job.

No intention of marriage.

Not interested.

More activities outside the classroom.

I needed more time to understand things new.

The course was better run and the administration knew what to do and what was going on.

Divorce

Been able to come into the school with my personal affairs more in order.

If the course had been offered that I'm interested in.

More things to do with my spare time between classes.

If I was more interested in the course.

Better information about classes so I knew what I was getting into.

Not gotten pregnant and was getting married.

I just felt because I found a job & not because any poor counseling or schedule etc. I really didn't believe I was suited for that career.

My fiance closer to home.

If I had had more money saved in the bank.

Had not had emergency surgery.

And also I didn't get a lot of help even when talking to you.

If I liked school better and if I could make friends easier
I was too shy.

If there had been a data processing class in Fennimore.

I didn't have so many pressures.

If my husband had a job in this area and not West Bend, WI.

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?

No (please explain)

I would have liked to know more about the program.

Does any student fresh out of high school that goes to Fennimore really know what he or she wants out of life?

No, because I feel I was misinformed about the class.

I really didn't know about all the programs but mostly I didn't know what the programs detailed or consisted of.

But my plans changed later on through the year.

In my high school they concentrated more on college than tech and the booklets I got from there never explained that much to me.

Told it would be a hard course.

12. Did you enroll in the program which you originally wanted?

No, (other)

Trowel Trades, nearest school of my knowledge is in Madison

misunderstanding

I learned that the course that I did take that more job openings existed

I originally wanted to go to floral school, but was talked into going here.

my parents insisted on drafting

I changed my mind

they thought I would get more out of the facilities here

13. Do you feel you were forced to take courses you had no need for?

Yes (which ones)

Ag. Mechanics - sociology, theory and shop lab

Food Prep. - math

Food Prep. - math and English

Machinery Parts - electricity, environmental control

Auto Mechanics - English

Ag. Mechanics - English, math and small engines

Auto Mechanics - English

Ag. Mechanics - job relations

Machinery Parts - machinery parts

Welding - English

Machinery Parts - ag. equipment (shop)

Ag. Mechanics - human relations

Muni. Eng. - auto mechanics

Clerk-Typist - English

Clerk-Typist - I wasn't forced to take those courses but there were some I did not want to take. I was not interest in them.

Cosmetology - Why have to know about all the growths of hair and things that aren't even needed to know in the years to come.

Bus. Adm. Acctg.- records management.

Ward Clerk - typing

Bus. Adm. Acctg. - human relations

Food Prep. - math

Cosmetology - communications

14. When you began school, were you able to take the courses you wanted?

No (if not, why not?)

Because you didn't have the course I wanted.

Had to take certain classes.

It wasn't offered, but in accounting the courses were the ones I expected.

You were told.

It was supposedly filled.

I didn't enjoy manufacturing processes.

The hours were not right for my working hours.

15. When you began school, were you able to get the time schedule of classes you wanted?

No, (if not, why not?)

Had to take certain classes.

They just give you a schedule and you had no choice.

Too much waiting around in the middle of the day. Had to be to school early for a class then wait two or three hours till next class then wouldn't get home at night til 6 o'clock or after.

I was given a schedule and wasn't informed I could pick my own schedule.

They gave me too many free hours before I started working.

They offered it only one hour.

No they did not go to all the bother as far as switching around.

Because of taking communications it took longer to complete the hours needed.

18. Why did you enroll in Vocational, Technical school?

Other (please specify)

To get my G.E.D. I have to have it before I can enroll at MATC.

Wanted to learn more in the Ag. Mechanics field.

To better my knowledge.

Need knowledge for the farm.

I got $254.00 a month fron Social Security and $68.00 a week from CETA - pretty good huh. I cleared $1,600.00.

I thought I would get an education.

Parents talked to me and I thought it would be a good idea but didn't really care for it.

Combination of listed reasons.

Want training to open my own store.

16. When you began school did the classes meet your expectations?

No (please explain)

Too many people wanted to play around in class.

I felt the instructor could have been more help to the student (always busy).

Some classes didn't teach what was stated in the handbook.

Some of the teachers were not right for the class.

Last year I liked them and learned from Mr. Hillmer but the teachers this year did not teach as well.

Typing was ridiculous.

17. Please circle all the student organizations you participated in while in Technical school:

Other

W.T.I.A.

Bowling

Basketball

Pool

Foozeball

Olympics

Volleyball

23. Do you think the faculty and staff tried to help you stay in school?

Other (please specify)

They were very helpful in helping me seek a school that holds the course that I am going to take.

At one time I was completely out of money, all the school would give me was $10.00 to eat (a week) wash my clothes and courage. At the time I had body lice and couldn't even afford to get rid of them. Greg knew I was getting S.S. why was I forced to live like a rodent.

Those who tried couldn't do anything those that could wouldn't.

When I found I was in the wrong field and I knew I wanted something different I couldn't get into what I wanted so I decided to quit.

I wasn't coming back for same course so I don't think anyone knew it.

They couldn't really say anything, it was my decision.

4. Please indicate your present status:

Other (please specify)

30% permanent disability retired military.

Helping at home.

Getting married in January.

Found a job.

No job.

I am recently helping at home and then will be seeking employment.

Am in the process of transferring to school in the Madison area.

25. What do you think of the Vocational, Technical school?

Other (please specify)

It was a bad course I was taking.

Doesn't have the course I want for my future.

Not enough dairy.

Some of the teachers didn't like you late.

Too many courses that are not important.

Too much financial aid given out.

Teachers get the touch of power and turn into a god - not all but a %.

But that's good because you meet people easier and actually get to know them better than you do at college.

Okay, as far as classes are concerned. But not well organized.

I think that there are a few people in position they shouldn't have (so do many others)

Nothing to learn.

Very good school.

Didn't have the course I wanted but otherwise it was just fine.

O.K. for guys but not so much for girls.

It was a nice school. I just was not interested in it at this time.

It wasn't too big and confusing for me but it must be for you because you didn't even know I had dropped, you couldn't find my file and you thought I was a male.

Too many basics, should just take main courses.

Too much like high school.

I really wasn't acquainted with the school itself.

I find it a very nice school. It's more on the job training than like school.

Didn't actually go to vocational school.

They hassled you about coming I am paying for it and if I miss a day I should be told and not my parents.

Too hard to make friends.

It was all right except for the 3 day thing. I think if a person is paying to go to school, that person has some right as to when he wishes to attend.

Financial aid dept. is all messed up.

Not enough help with math.

If my needs were met, I would not be in this particular situation.

I feel it is a good school and'offers a lot.

Very good had problems to begin with.

26. Did you get what you wanted from this school?

No (if not, please explain what you wanted and why you did not get it)

No but not because of the school. I wanted to finish the course.

Not enough dairy.

Wanted to learn about parts. Didn't learn much because beat around the bush too much.

I was not mature enough to handle my life.

Wasn't there long enough.

Engines, but I'm learning a little at my job and on my own.

I would like to have received my diploma, but my plans have changed.

Shorter hours.

Not enough hands on in lab.

Some things I was supposed to have learned, I was not even taught.

Because of starting late, it was impossible to get a graduation certificate.

I wasn't able to because first of all I couldn't get into the field I was talked into a course that was nothing like I was told it was.

I never got my G.E.D. and I wanted to go back next year except they wouldn't let me go in the class I wanted unless I paid on my own.

I wanted to learn and work full-time and should not be hasseled if I miss somedays if I get my homework in right away.

I wanted to graduate.

Unsure of myself and what was expected of me.

27. What could this school do to offer better services to you?

Schedule classes all in a row with no time lapse between, have teachers give work that can all be done in class if you need special equipment to do it with.

The service of enrollment and taking my money was very good but the service of returning my money after I have dropped really needs a lot of work. You have interest in the student until he is enrolled and after he is enrolled the interest is dropped.

Explain the classes better.

Have some teachers slow down so you can get a better knowledge of the class.

This school system is fine the teachers are great.

Let you take what classes you want and how long you want even if they are paying your way.

I don't have anything against this school and has served me good.

I think the school's fine I just wasn't sure of what I wanted to do at the time.

A lot.

Don't hassle students about missing, they're paying for it so they can miss as much or little as they want to as long as they keep up their work.

Cleaner bathrooms and hotter lunches-well they could build on to the school and also try and improve the classrooms.

Nothing. It is a good school. After I got in the class it was different than I thought.

Help with financial aid.

Nothing - I quit on my own - had too many pressures.

Quit letting the businesses in this town dictate the work-study benefits-why can't the students practice on the public cars, beauty needs and construction needs, seems to be pure politics to me.

Be little more closely concerned with its students.

None right now.

Better orientation presentation of the PN for better preparation before entering.

Reinstate me back in school. My grades were good, I was not a trouble maker. Kicking a person out because of attendance alone is very drastic.

Get better teachers that know what to do.

Need counselors that counsel and not play ping pong. Also fire the administration they know nothing and don't care.

Nothing.

Everything was fine. I did not attend long enough to specify what I think of the vocational school system.

Offer a course on floral designer or a florist course.

I think the school was doing its best. I did not like the math and typing courses. I have lost interest in typing and I hate math.

Nothing I can think of. I was really happy with the instruction I got.

Explain the program in more detail.

Get a class in Trowel Trades.

Offer dairy herdsmanship.

No.

If I had a counselor or coach.

Get better jobs for kids.

Teach faster on the job.

Organize classes so many classes are not spread hours apart.

Financial aid.

Let us do more in lab.

Longer lab hours.

Better financial help for people who are not under their parents wings.

Understanding the situation.

More guidance from the instructor.

Understand the handicapped and try to help them a little bit more.

Have more fields of instruction (radio, broadcasting example)

29. Please take a few minutes and write down anything you think was not asked but should be commented on.

You have an excellent school here and I hate to leave. But my course "Farm Op" was too broad for me. I'll miss it and hate to leave.

I thought I should have worked more in the kitchen and less in class time.

This is supposed to be a trade school not an extension of high school. English was a 8th grader's level. Math could have been pushed into Theory I.

More financial help or advice maybe help for students on their own with little income.

When students are getting good grades I don't feel the counselors should get on your case about attendance.

Attending the school I found that it was alright if you were normal. But, for a handicapped person such as me its hard trying keep up to everyone else. I think the instructors should be trained to be able to handle handicapped people. Such as me, and be able to help us more in the field we desire.

Do you know what an education really is? Well neither do I and I've been going to school for 17 years. How can an idiot teach an idiot to be anything but an idiot? Some of the teachers however are great their students success will show you that.

I cannot think of anything that needs to be commented on.

I would like to know if this questionnare will actually help make the school a better place or will it be just filed and forgotten? I think the students should have a little more say so since they pay to be taught.

Get people who know how to teach a course and the administration is a big joke as well as the counseling. I wasted my time and money. I learned more the first week at the U.W.P. than I did all year at your so called school. Get the right administration and counselors who care about people getting an education instead of getting money and not just numbers of people to attend school. Then you will have something.

More help with housing I feel that the school would help many people in finding jobs in the future. If I at this time was interested I would find it very beneficial but I have lost interest in it.

I believe the counselors try too hard to keep one in school even if they don't want to attend further.

You should have the questions answered to more of a detail because just saying that a class is poor isn't going to improve it unless you know why it was rated poor. Also I think you should take more interest in the students because it is very obvious that you don't know what is going on, you didn't know where my file was or that I had dropped or even if I was male or female - that right there tells me how much interest you have in a student you don't even know if they are male or female just another dollar sign, their money seems to be more important.

I am not against the school or the classes. This school helped me out in many ways. I am now working for this school in an office.

The teachers shouldn't treat you like a bunch of babies! They treat you dummer than you really are.

I really enjoyed going to school there and am telling people even my brothers and sisters to go if school was there choice after out of high school.

Should have something to do for the people who could not be able to associate with the other people.

I think that some of the people who were there to teach were not as qualified as they could have been.

My father can not afford to pay my way through school. He has got three other kids and lots of bills. He has just built a garage. But the school seems to think because my father works at Deere he should pay all my way. It's not right when someone whose father own's a store can get financial aid and I can't. I would have even been willing to work for the money in work-study. But that school is too stuffy. And I am working on letting others know what injustice has been done to me and to others.

There is nothing. I think nothing else should be asked. I think vocational school was just fantastic. If I didn't have so many pressures I would have continued.

I have nothing against the school. I would recommend it to anyone.

The nursing aid course was very good and excellent instructor. It was my own decision to leave because I felt I would not be good at this type of work. Wanted employment at hospital and this was suggested to me, to gain employment. But decided it not for me.

There was a personality conflict and an instructor felt there was concern yet it wasn't resolved it was a personal thing but frustrating to me. It was the one thing I've always wanted but feel I didn't make. I gained some knowledge I'll always use.

You didn't ask us if we enjoyed attending classes at vocational-technical school. I certainly did very much.

APPENDIX C

WISCONSIN VTAE STUDY
15 097 151 226

Appendix C

OPINION QUESTIONNAIRE

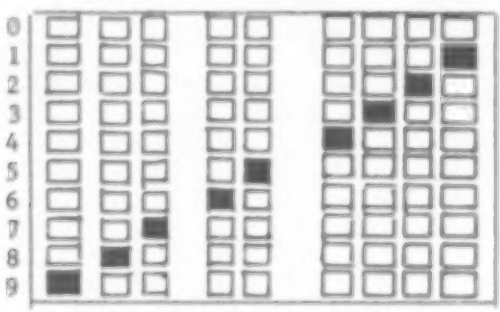
We would like you to use this booklet and the answer sheet provided to express your opinions of certain types of people.

Follow these instructions:

1. Identify your answer sheet (Form - CREI 401) by writing your Social Security number in the boxes across the top of the Social Security Number section, one digit per box, like this:

SOCIAL SECURITY NUMBER

2. Then darken the proper number box beneath each digit in your Social Security number, like this:



3. Complete the I.D. Section of your answer sheet as instructed by the person administering this questionnaire.

4. Open the booklet and begin.

Please express your opinion of Gerry, who is described in the story below, by using the form on the next page and items 1 through 23 on your answer sheet. We are interested in the impressions that the story of Gerry brings to your mind.

The opinion form consists of 23 scales.
Each scale is a pair of words, separated by 7 blanks
Each blank is identified with a letter.
Select a lettered blank which best expresses your opinion in terms of the two words at the ends of the scale.
Fill in the box on your answer sheet which corresponds to the lettered blank you selected.
Some people find it helpful to encircle the letters in the test booklet before completing the answer sheet.

If you feel, for example, that Gerry is extremely associated with good, you would select the blank at the end of the scale, like this:

1. BAD A B C D E F (G) GOOD (booklet)

1 A B C D E F G

(answer sheet)

If you feel that Gerry is slightly associated with bad, you would makr the scale like this:

2. GOOD A B C D (E) F G BAD (booklet)

2 A B C D E F G (answer sheet)

If you feel that Gerry is not associated more with one word than the other, or if you feel that the words can not be used to describe Gerry, mark the center box on your answer sheet, like this:

3 A B C D E F G

Work as rapidly as possible. There are no right or wrong answers. Do not look back and forth between pages of the booklet or between scales. Mark each scale once and only once.

GERRY

Gerrry is a student in a technical program at a Wisconsin Vocational-Technical school. Gerry gets average grades and enjoys the course in school. Gerry works part-time at a business place in town. Gerry says, "The work I'm doing now isn't directly related to my course in school, but my boss says I can work full-time in my field when I graduate at the end of this semester." Gerry will finish the course and get a diploma this semester.

Appendix C (continued)

IN MY OPINION, GERRY IS

1	Fair	A	B	C	D	E	F	G	Unfair
2	Insincere	A	B	C	D	E	F	G	Sincere
3	wise	A	B	C	D	E	F	G	Foolish
4	Bad	A	B	C	D	E	F	G	Good
5	Large	A	B	C	D	E	F	G	Small
6	Dull	A	B	C	D	E	F	G	Sharp
7	Warm	A	B	C	D	E	F	G	Cold
8	Ugly	A	B	C	D	E	F	G	Beautiful
9	Strong	A	B	C	D	E	F	G	Weak
10	Valuable	A	B	C	D	E	F	G	Worthless
11	Tense	A	B	C	D	E	F	G	Relaxed
12	Slow	A	B	C	D	E	F	G	Fast
13	Clean	A	B	C	D	E	F	G	Dirty
14	Flexible	A	B	C	D	E	F	G	Rigid
15	Sour	A	B	C	D	E	F	G	Sweet
16	Closed	A	B	C	D	E	F	G	Open
17	Active	A	B	C	D	E	F	G	Passive
18	Organized	A	B	C	D	E	F	G	Disorganized
19	Unpleasant	A	B	C	D	E	F	G	Pleasant
20	Disciplined	A	B	C	D	E	F	G	Undiscipline
21	Sad	A	B	C	D	E	F	G	Happy
22	Pessimistic	A	B	C	D	E	F	G	Optimistic
23	Honest	A	B	C	D	E	F	G	Dishonest

Use answer blanks 24 through 46 on your answer sheet to express your opinion of Phil, who is described in the story below. Use the form on the next page and your answer sheet, just as you did to express your feelings about Gerry.

PHIL

Phil was a student in a technical program at a Wisconsin Vocational-Technical school. After about six weeks in the program, Phil gave up the course. Phil said, "the course was well organized, but I just lost interest. I couldn't see how some of the stuff I had to take would help me in my work." Phil is now working part-time at a business place in town. Phil says, "When the right job that interests me comes along, I'll take it."

IN MY OPINION, PHIL IS

24	Disorganized	A	B	C	D	E	F	G	Organized
25	Pleasant	A	B	C	D	E	F	G	Unpleasant
26	Undisciplined	A	B	C	D	E	F	G	Disciplined
27	Happy	A	B	C	D	E	F	G	Sad
28	Optimistic	A	B	C	D	E	F	G	Pessimistic
29	Dishonest	A	B	C	D	E	F	G	Honest
30	Fair	A	B	C	D	E	F	G	Unfair
31	Insincere	A	B	C	D	E	F	G	Sincere
32	Wise	A	B	C	D	E	F	G	Foolish
33	Bad	A	B	C	D	E	F	G	Good
34	Large	A	B	C	D	E	F	G	Small
35	Dull	A	B	C	D	E	F	G	Sharp
36	Warm	A	B	C	D	E	F	G	Cold
37	Ugly	A	B	C	D	E	F	G	Beautiful
38	Strong	A	B	C	D	E	F	G	Weak
39	Valuable	A	B	C	D	E	F	G	Worthless
40	Tense	A	B	C	D	E	F	G	Relaxed
41	Slow	A	B	C	D	E	F	G	Fast
42	Clean	A	B	C	D	E	F	G	Dirty
43	Flexible	A	B	C	D	E	F	G	Rigid
44	Sour	A	B	C	D	E	F	G	Sweet
45	Closed	A	B	C	D	E	F	G	Open
46	Active	A	B	C	D	E	F	G	Passive

Finally, we want you to give us an honest expression of your opinion of YOU. Use the form on this page as you did the others to express rapidly what you think of YOURSELF in terms of the pairs of words on this page.

IN MY OPINION, I AM

47	Strong	A	B	C	D	E	F	G	Weak
48	Active	A	B	C	D	E	F	G	Passive
49	Open	A	B	C	D	E	F	G	Closed
50	Sour	A	B	C	D	E	F	G	Sweet
51	Flexible	A	B	C	D	E	F	G	Rigid
52	Clean	A	B	C	D	E	F	G	Dirty
53	Slow	A	B	C	D	E	F	G	Fast
54	Tense	A	B	C	D	E	F	G	Relaxed
55	Valuable	A	B	C	D	E	F	G	Worthless
56	Disorganized	A	B	C	D	E	F	G	Organized
57	Unpleasant	A	B	C	D	E	F	G	Pleasant
58	Disciplined	A	B	C	D	E	F	G	Undisciplined
59	Sad	A	B	C	D	E	F	G	Happy
60	Optimistic	A	B	C	D	E	F	G	Pessimistic
61	Dishonest	A	B	C	D	E	F	G	Honest
62	Unfair	A	B	C	D	E	F	G	Fair
63	Insincere	A	B	C	D	E	F	G	Sincere
64	Wise	A	B	C	D	E	F	G	Foolish
65	Bad	A	B	C	D	E	F	G	Good
66	Large	A	B	C	D	E	F	G	Small
67	Dull	A	B	C	D	E	F	G	Sharp
68	Warm	A	B	C	D	E	F	G	Cold
69	Ugly	A	B	C	D	E	F	G	Beautiful

Name _____ Form CREI 40A
Revised July 1976

Group _____ Date _____ Instrument _____

Social Security Number

	0	1	2	3	4	5	6	7	8	9
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

Directions: Darken the box indicating your response to each item. Completely erase any response you want to change.
NOTE - The item numbers go across the page.

Group I.D.

		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	a	b	c	d	e	f	g		a	b	c	d	e	f	g		a	b	c	d	e	f	g		a	b	c	d	e	f	g
1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	10	0	0	0	0	0	0	0	11	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	14	0	0	0	0	0	0	0	15	0	0	0	0	0	0	0	16	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	18	0	0	0	0	0	0	0	19	0	0	0	0	0	0	0	20	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	22	0	0	0	0	0	0	0	23	0	0	0	0	0	0	0	24	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	26	0	0	0	0	0	0	0	27	0	0	0	0	0	0	0	28	0	0	0	0	0	0	0
29	0	0	0	0	0	0	0	30	0	0	0	0	0	0	0	31	0	0	0	0	0	0	0	32	0	0	0	0	0	0	0
33	0	0	0	0	0	0	0	34	0	0	0	0	0	0	0	35	0	0	0	0	0	0	0	36	0	0	0	0	0	0	0
37	0	0	0	0	0	0	0	38	0	0	0	0	0	0	0	39	0	0	0	0	0	0	0	40	0	0	0	0	0	0	0
41	0	0	0	0	0	0	0	42	0	0	0	0	0	0	0	43	0	0	0	0	0	0	0	44	0	0	0	0	0	0	0
45	0	0	0	0	0	0	0	46	0	0	0	0	0	0	0	47	0	0	0	0	0	0	0	48	0	0	0	0	0	0	0
49	0	0	0	0	0	0	0	50	0	0	0	0	0	0	0	51	0	0	0	0	0	0	0	52	0	0	0	0	0	0	0
53	0	0	0	0	0	0	0	54	0	0	0	0	0	0	0	55	0	0	0	0	0	0	0	56	0	0	0	0	0	0	0
57	0	0	0	0	0	0	0	58	0	0	0	0	0	0	0	59	0	0	0	0	0	0	0	60	0	0	0	0	0	0	0
61	0	0	0	0	0	0	0	62	0	0	0	0	0	0	0	63	0	0	0	0	0	0	0	64	0	0	0	0	0	0	0
65	0	0	0	0	0	0	0	66	0	0	0	0	0	0	0	67	0	0	0	0	0	0	0	68	0	0	0	0	0	0	0
69	0	0	0	0	0	0	0	70	0	0	0	0	0	0	0	71	0	0	0	0	0	0	0	72	0	0	0	0	0	0	0
73	0	0	0	0	0	0	0	74	0	0	0	0	0	0	0	75	0	0	0	0	0	0	0	76	0	0	0	0	0	0	0
77	0	0	0	0	0	0	0	78	0	0	0	0	0	0	0	79	0	0	0	0	0	0	0	80	0	0	0	0	0	0	0
81	0	0	0	0	0	0	0	82	0	0	0	0	0	0	0	83	0	0	0	0	0	0	0	84	0	0	0	0	0	0	0
85	0	0	0	0	0	0	0	86	0	0	0	0	0	0	0	87	0	0	0	0	0	0	0	88	0	0	0	0	0	0	0
89	0	0	0	0	0	0	0	90	0	0	0	0	0	0	0	91	0	0	0	0	0	0	0	92	0	0	0	0	0	0	0
93	0	0	0	0	0	0	0	94	0	0	0	0	0	0	0	95	0	0	0	0	0	0	0	96	0	0	0	0	0	0	0
97	0	0	0	0	0	0	0	98	0	0	0	0	0	0	0	99	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0

APPENDIX D

NORTH CENTRAL TECHNICAL INSTITUTE
Research & Development

SUBJECT: ATTRITION STUDY - 15.097.151.227

FROM: Michael G Michlein

According to the Woolsey Predictor Test, the below listed people have been identified as probable non-persisters. The test presents only one dimension of a three dimensional approach to predicting those students who indicate a tendancy to withdraw early from their programs. Such prediction is always subject to doubt. However, we must begin somewhere in identifying people who possibly will need help, and then assisting them to realize their educational goals.

The intent of this pilot program is to identify such people and then help them in any way possible to remain in school. Help includes getting them involved in activities relating to their class and their major, letting them know that help is available for any problems they might encounter, directing them toward other programs and counseling if their present one is not suited for them, and anything else that seems appropriate for the situation.

The mind is a terrible thing to waste and sometimes guidance, direction, and involvement can reduce that waste. Feedback from this effort is needed by the Research Department to identify the problems of this approach and seek solutions. Please, alert the department to both the problems and the possible solution.

Your assistance is appreciated.

STUDENT I.D. NUMBER

APPENDIX E

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

Dear

NCTI prides itself in the way the school cares for its students. But sometimes we concern ourselves too much with academic aspects and not with individual problems that are just as important.

So with the student's interest in mind we have compiled a list of questions to help us understand why students withdrew from programs.

For some reason you withdrew from your program before completing it. Because it is our mission to meet your Vocational and Technical education needs, we are concerned that perhaps we have not done so.

Please assist us in making our programs more suitable to your needs. You can do this by filling out the enclosed form and returning it to us in the stampled, self-addressed envelope provided.

Your assistance is needed.

Sincerely,

Russell Paulsen

Russell Paulsen, Ph.D.
Administrator

RP:lb
enclosure

VOCATIONAL TECHNICAL INSTITUTE
EARLY LEAVER QUESTIONNAIRE
15. 097.151.227

NAME:_____

ADDRESS:_____

_____ ◀ Write correct name and address here, if label is incorrect

_____

DIRECTIONS: Please circle one correct number of your choice or fill in the blank as indicated. If more space is needed to comment on a question or answer it more completely, please write in the margin or wherever else (on the back of the sheet) there is room.

1. How old are you right now?_____Yrs. old.

2. Sex
   1. male
   2. female

3. Marital status while at school:
   1. Single
   2. Married
   3. Divorced
   4. Separated
   5. Widowed

4. Please indicate your present status:
   1. Employed full-time
   2. Employed part-time
   3. In military service
   4. Homemaker
   5. Attending a college or university full-time
   6. Attending a technical institute full-time
   7. Seeking employment
   8. Other (please specify)_____

5. Was transportation a major problem while you were attending school?
   1. No.
   2. Yes (please explain)_____

6. Were you making car payments while attending school?
   1. Yes
   2. No

7. While attending vocational, technical school did you:
   1. Stay at home and commute less than 15 miles one way
   2. Stay at home and commute over 15 miles one way
   3. Rent a room in the technical school's area
   4. Rent an apartment in the school's area
   5. Other (please explain)_____

8. Were you employed while attending school?
   1. No
   2. Yes, workstudy job at school
   3. Yes, less than 20 hours per week
   4. Yes, between 20 hours and 30 hours per week
   5. Yes, more than 30 hours per week

9. Did financial reasons cause you to leave school?
   1. No
   2. Yes (please explain)_____
      _____

10. If finances were a problem why did you not seek financial aid?
   1. I did but was turned down
   2. Did not know it was available
   3. Process too complicated
   4. Must give too much private information
   5. Other (please specify)_____
      _____

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?
   1. Yes
   2. No (please explain)_____
      _____

12. Did you enroll in the program which you originally wanted?
   1. Yes
   2. No, I was counseled into another one
   3. No, my first choice was filled
   4. No, (other)_____
      _____

13. Do you feel you were forced to take courses you had no need for?
   1. No
   2. Yes (which ones)_____
      _____
      _____
      _____

14. When you began school, were you able to take the courses you wanted?
   1. Yes
   2. No (if not, why not?)_____
      _____

15. When you began school, were you able to get the time schedule of classes you wanted?
   1. Yes
   2. No (if not, why not?)_____
      _____

16. When you began school did the classes meet your expectations?
    1. Yes
    2. No, they were tougher
    3. No, they were easier
    4. No, but the reasons are varied
    5. No (please explain)_____
    _____

17. Please circle all the students organizations you participated in while in Technical school:
    1. None
    2. Departmental club
    3. Student Governing Board
    4. Other_____
    _____
    _____
    _____
    _____

18. Why did you enroll in Vocational, Technical school?
    1. Parents forced me to go
    2. Counselor directed me
    3. Friends talked me into it
    4. Could not find a job and decided school was a good alternative
    5. Wanted skills to get a job
    6. Wanted a degree in the program I enrolled in
    7. Was not sure what I wanted to do so thought I would try school
    8. Other (please specify)_____

19. Did you have any goal in mind when you entered Tech?
    1. No
    2. Yes, an associate degree
    3. Yes, a 2 yr. diploma
    4. Yes, a 1 yr. diploma
    5. Yes, to get the courses I needed to get a job
    6. Other (please specify)_____
    _____

20. If there is one reason you could pick for leaving school **early**, what whould it be?
    _____
    _____
    _____

21. Do you wish you could have remained in school?
    1. Yes
    2. No

22. I would have remained if I had:
    1. more counseling
    2. better counseling
    3. more help with my problems
    4. better schedule
    5. better classes
    6. better instructors
    7. financial aid
    8. different method of instruction (please explain)
    _____
    _____
    9. Other (please specify)_____
    _____

23. Do you think the faculty & staff tried to help you stay in school?
    1. Yes
    2. Yes, but not very much
    3. No
    4. No, I was just another number
    5. Other (please specify)_____
    _____

24. Do you plan to attend this school or any other in the near future?
    1. Yes, this technical school
    2. Yes, another technical school
    3. Yes, a university or community college
    4. No

25. What do you think of the Vocational, Technical school?
    1. Too much like high school (please explain)_____
    _____
    2. Too big and confusing
    3. Just right
    4. Did not meet my needs (please explain)_____
    _____
    5. Other (please specify)_____
    _____

26. Did you get what you wanted from this school?
    1. Yes
    2. No (if not, please explain what you wanted and why you did not get it)_____
    _____
    _____
    _____

27. What could this school do to offer better services to you?

    _____

    _____

    _____

    _____

28. Please list all the courses you took and then rate them on the scale to the right by circling the appropriate number.

COURSE TITLE	EXCELLENT		AVERAGE		POOR
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

29. Please take a few minutes and write down anything you think was not asked but should be commented on.

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU: Your assistance is greatly appreciated. If you believe you could assist us more by coming in and explaining in person what problems caused you to leave, please make an appointment and do so.

APPENDIX F

Research & Development
North Central Technical Institute

INTRODUCTION

The Research Department is following-up non-persistors (students who drop-out before completing a program). For the purpose of this part of the study, anyone who left during first semester is considered a non-persistor. As non-persistors left they were asked a specific set of questions. To see if non-persistors answer these questions differently than persistors, we are seeking persistors to answer the same set of questions. For the purpose of this study, persistors are students who are in 2nd, 3rd, and 4th semesters.

INSTRUCTIONS

1.) Identify_____students in your courses who are willing to fill out and return this set of questions.

2.) Have the student fill out program & semester only. They do not have to fill in name or ID numbers. There will be no way to identify the students with their responses.

3.) After filling out the questionnaires, the students can seal them in the envelopes provided. That should help their confidentiality especially if they are worried about their instructors looking at their responses.

4.) Return the questionnaires sealed in the envelopes to the instructor.

VOCATIONAL TECHNICAL INSTITUTE QUESTIONNAIRE
15. 097.151.227

DATE: _____

NAME _____

ID # _____

PROGRAM _____

SEMESTER _____

DIRECTIONS: Please circle one correct number of your choice or fill in the blank as indicated. If more space is needed to comment on a question or answer it more completely, please write in the margin or on the back of the sheet.

1. How old are you right now? _____ Yrs. old.

2. Sex
   1. male
   2. female

3. Marital status
   1. single
   2. married
   3. divorced
   4. separated
   5. widowed

4. PLEASE DO NOT ANSWER
   6. Attending a technical institute full-time/part-time

5. Is transportation a major problem while you are attending school?
   1. Yes
   2. No

6. Are you making car payments while attending school?
   1. Yes
   2. No

7. While attending vocational, technical school do you:
   1. Stay at home and commute less than 15 miles one way
   2. Stay at home and commute over 15 miles one way
   3. Rent a room in the technical school's area
   4. Rent an apartment in the school's area
   5. Other (please explain) _____

8. Are you employed while attending school?
   1. No
   2. Yes, workstudy job at school
   3. Yes, less than 20 hours per week
   4. Yes, between 20 hours and 30 hours per week
   5. Yes, more than 30 hours per week

9. Since entering this school have you encountered any financial problems?
   1. No
   2. Yes (please explain)_____
      _____

10. If finances are a problem have you sought financial aid?
    1. Yes, and I am now receiving financial aid.
    2. I did but was turned down
    3. Did not know it was available
    4. Process too complicated
    5. Must give too much private information
    6. Other (please explain)_____
       _____

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?
    1. Yes
    2. No (please explain)_____
       _____

12. Did you enroll in the program which you originally wanted?
    1. Yes
    2. No, I was counseled into another one
    3. No, my first choice was filled
    4. No, (other)_____
       _____

13. Do you feel you were forced to take courses you had no need for?
    1. No
    2. Yes (which ones)_____
       _____
       _____
       _____

14. When you began school, were you able to take the courses you wanted?
    1. Yes
    2. No (if not, why not?)_____
       _____

15. When you began school, were you able to get the time schedule of classes you wanted?
    1. Yes
    2. No (if not, why not?)_____
       _____

16. When you began school did the classes meet your expectations?
    1. Yes
    2. No, they were tougher
    3. No, they were easier
    4. No, but the reasons are varied
    5. No (please explain)_____
    _____

17. Please circle all the students organizations you now participate or have participated in while in Technical school:
    1. None
    2. Departmental club
    3. Student Governing Board
    4. Other (specify)_____
    _____
    _____
    _____

18. Why did you enroll in Vocational, Technical school?
    1. Parents forced me to go
    2. Counselor directed me
    3. Friends talked me into it
    4. Could not find a job and decided school was a good alternative
    5. Wanted skills to get a job
    6. Wanted a degree in the program I enrolled in
    7. Was not sure what I wanted to do so thought I would try school
    8. Other (please specify)_____

19. Did you have any goal in mind when you entered Tech?
    1. No
    2. Yes, an associate degree
    3. Yes, a 2 yr. diploma
    4. Yes, a 1 yr. diploma
    5. Yes, to get the courses I needed to get a job
    6. Other (please specify)_____
    _____

20. If there is one reason you could pick for leaving school early, what would it be?_____
    _____
    _____

21. Do you hope to remain in school and graduate?
    1. Yes
    2. No

22. If I could pick ONE reason to withdraw from school it would be because of need for:
    1. more counseling
    2. better counseling
    3. more help with my problems
    4. better schedule
    5. better classes
    6. better instructors
    7. financial aid
    8. different method of instruction (please explain)
    _____
    _____
    9. Other (please specify)_____
    _____

23. Do you think the faculty & staff try to help you stay in school?
    1. Yes
    2. Yes, but not very much
    3. No
    4. No, I am just another number
    5. Other (please specify)_____
    _____

24. Do you plan to attend this school or transfer to any other in the near future?
    1. Yes, this technical school
    2. Yes, another technical school
    3. Yes, a university or community college
    4. No

25. What do you think of this Vocational, Technical school?
    1. Too much like high school (please explain)_____
    _____
    2. Too big and confusing
    3. Just right
    4. Does not meet my needs (please explain)_____
    _____
    5. Other (please specify)_____
    _____

26. Do you get what you want from this school?
    1. Yes
    2. No (if not, please explain what you wanted and why you did not get it)_____
    _____
    _____

27. What could this school do to offer better services to you?
    _____
    _____
    _____
    _____

28. Please list all the courses you are taking and then rate them on the scale to the right by circling the appropriate number.

COURSE TITLE	EXCELLENT		AVERAGE		POOR
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

29. Please take a few minutes and write down anything you think was not asked but should be commented on.

_____

_____

_____

_____

_____

_____

THANK YOU: Your assistance is greatly appreciated. If you think you would like to explain any of your answers or ask any questions about this questionnaire please feel free to do so by contacting the Research Department.

APPENDIX G

GROUP 2 NUMBER OF PEOPLE IS 294 TOTALPEOPLE IS 863

	1	2	3	4
570	96	85	115	2
571	110	91	125	1
572	106	78	106	0
573	141	78	137	1
574	115	82	124	0
575	100	83	135	2
576	90	97	131	14
577	130	79	126	1
578	119	87	125	0
579	87	91	113	-7
580	131	94	143	0
581	108	80	108	0
582	93	84	113	1
583	116	75	129	0
584	132	88	130	0
585	133	107	132	0
586	121	109	115	1
587	94	64	137	1
588	110	85	106	0
589	116	82	110	0
590	86	83	107	7
591	135	89	149	0
592	137	96	136	0
593	107	85	105	1
594	115	99	124	1
595	114	88	118	0
596	111	80	128	1
597	115	86	121	0
598	139	107	146	0
599	124	70	138	0
600	123	71	114	0
601	103	79	98	0
602	102	82	113	1
603	119	107	120	1
604	140	81	137	1
605	117	106	126	1
606	124	94	124	0
607	113	90	104	0
608	121	72	139	0
609	118	78	132	0
610	123	78	122	0
611	126	106	99	1
612	116	105	118	0
613	136	86	102	1
614	138	97	138	0
615	140	83	107	1
616	132	91	120	0
617	106	91	122	1
618	123	91	134	0
619	151	85	137	0
620	114	62	145	1
621	142	48	131	0
622	130	85	114	0

623	144	79	121	0
624	110	95	105	0
625	110	80	90	1
626	134	98	136	1
627	131	88	151	0
628	98	110	100	-0
629	130	102	146	1
630	119	100	119	0
631	127	107	115	1
632	117	72	133	0
633	78	108	121	-1
634	115	55	127	0
635	145	117	140	0
636	133	125	125	1
637	105	93	134	2
638	101	100	111	10
639	119	95	134	1
640	129	81	136	0
641	133	85	127	0
642	127	74	144	0
643	116	113	129	4
644	123	96	133	0
645	88	121	130	-1
646	76	76	130	%-999
647	124	85	139	0
648	128	114	124	0
649	133	54	132	0
650	77	100	117	-2
651	120	88	97	1
652	79	70	124	5
653	96	85	127	3
654	116	80	120	0
655	104	89	99	0
656	123	100	136	1
657	92	73	96	0
658	92	73	89	0
659	143	80	136	0
660	119	79	115	0
661	136	114	122	1
662	97	84	97	0
663	121	74	109	0
664	114	81	107	0
665	134	84	132	0
666	103	94	137	4
667	107	89	115	0
668	140	68	145	1
669	104	76	145	1
670	108	94	138	2
671	119	76	106	0
672	145	70	147	0
673	104	71	140	1
674	97	79	117	1
675	107	106	119	12
676	105	93	104	1
677	117	57	145	0
678	138	84	125	0
679	114	92	135	1
680	99	68	128	1
681	149	100	148	0
682	123	61	120	0

683	87	88	108	-21
684	74	79	132	-12
685	126	79	115	0
686	126	88	131	0
687	124	73	141	0
688	94	81	122	2
689	99	89	144	5
690	93	80	132	3
691	153	77	141	0
692	122	72	142	0
693	119	74	139	0
694	102	92	88	1
695	113	87	130	1
696	128	92	160	1
697	110	91	106	0
698	121	104	118	0
699	133	75	134	0
700	114	73	126	0
701	107	81	144	1
702	107	59	157	1
703	126	91	117	0
704	109	52	117	0
705	104	85	116	1
706	130	73	133	1
707	99	90	128	3
708	123	83	137	0
709	127	96	112	0
710	107	97	118	1
711	113	87	121	0
712	144	84	134	0
713	115	87	96	1
714	123	67	131	0
715	97	80	122	1
716	113	44	129	0
717	126	105	115	1
718	110	81	133	1
719	77	64	129	4
720	141	124	142	1
721	112	93	118	0
722	124	86	125	0
723	104	95	137	4
724	92	73	111	1
725	109	79	121	0
726	92	93	123	-31
727	99	96	115	5
728	135	89	118	0
729	108	90	121	1
730	113	93	99	1
731	126	117	112	2
732	79	78	103	24
733	127	83	122	0
734	105	101	121	4
735	97	84	114	1
736	124	57	157	0
737	102	100	120	9
738	107	59	147	1
739	120	73	125	0
740	92	85	122	4
741	103	91	102	1
742	98	97	135	37

[illegible]	115	97	125	1
744	114	77	133	1
745	119	91	108	0
[illegible]	92	95	125	-11
747	100	84	111	1
748	115	91	123	0
749	82	85	130	-16
750	110	100	137	3
751	105	77	114	0
752	112	88	121	0
753	111	88	118	0
754	102	62	146	1
755	101	94	144	6
756	119	65	114	1
757	123	95	130	0
758	109	83	118	0
759	110	91	89	1
760	121	83	111	0
761	102	95	123	3
762	103	58	116	0
763	121	114	131	1
764	110	74	135	1
765	105	90	137	2
766	106	91	143	2
767	106	86	95	1
768	123	55	130	0
769	141	99	143	0
770	105	83	140	2
771	116	100	104	1
772	93	93	103	%-999
773	114	85	131	1
774	133	74	115	0
775	84	76	99	2
776	107	97	94	1
777	102	90	102	0
778	86	81	124	8
779	92	76	118	2
780	109	84	103	0
781	111	92	118	0
782	121	88	119	1
783	121	99	119	1
784	113	115	142	-15
785	109	82	119	0
786	119	85	124	0
787	77	91	93	-1
788	109	87	121	1
789	132	74	137	1
790	125	77	119	0
791	123	86	123	0
792	122	87	124	1
793	107	62	105	0
794	125	93	145	1
795	128	98	105	1
796	89	78	109	2
797	98	91	88	1
798	124	73	93	1
799	90	88	122	16
800	113	81	107	0
801	122	92	120	1
802	123	80	129	0

803	92	72	122	2
804	117	75	119	0
805	111	88	111	0
806	132	125	115	2
807	126	68	120	0
808	134	51	143	0
809	114	84	149	1
810	122	70	106	0
811	121	83	92	1
812	122	94	120	1
813	105	92	120	1
814	110	83	139	1
815	95	50	114	0
816	104	86	116	1
817	105	96	111	1
818	79	104	134	-2
819	132	103	130	1
820	120	82	132	0
821	96	101	102	-1
822	105	100	108	1
823	88	107	86	-0
824	119	88	101	1
825	92	92	149	%-999
826	116	91	130	1
827	123	99	130	0
828	104	90	109	0
829	102	83	110	0
830	131	112	131	0
831	130	60	106	0
832	119	109	123	0
833	137	105	144	0
834	75	80	128	-11
835	117	90	125	0
836	113	94	131	1
837	91	97	130	-7
838	132	111	136	0
839	114	90	131	1
840	111	68	118	0
841	133	71	112	0
842	124	88	127	1
843	132	99	135	1
844	108	84	133	1
845	100	90	116	2
846	102	78	128	1
847	131	80	104	1
848	98	71	112	1
849	100	93	124	3
850	120	87	115	0
851	100	82	118	1
852	114	85	123	0
853	111	89	117	0
854	120	105	134	1
855	101	73	106	0
856	93	65	124	1
857	93	72	129	2
858	92	92	92	%-999
859	115	97	139	1
860	81	92	99	-2
861	126	76	120	0
862	94	109	122	-2
863	111	94	110	1

APPENDIX H

interoffice correspondence
MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION

TO: Division Chairpersons and Instructional Staff

FROM: Arthur Weiner, Administrator, Research & Development and Art Marson, Research Specialist

DATE: September 24, 1976

SUBJECT: Attrition Study

The MPTI Research Department is presently working on an Attrition Study. The purpose of this study is to gather statistics on students who do not complete their program.

During the first week of school an "Opinion Questionnaire" was administered to most first-year students. This questionnaire, along with IQ scores, high school grade point average, high school class rank, and Reading Test scores, etc., enabled us to arrive at a group of students who may be potential dropouts from school before they complete their program.

This group of students has been randomly divided in half in order to form a control group and an experimental group. Members of the control group will remain anonymous. On the other hand, if a member of the experimental group is a student in your class or department, his/her name will appear on the list contained with this correspondence.

If a member of the experimental group is in your class, or department, your cooperation is requested in continuing this research project by spending 10-15 minutes per week with the particular student. A list of suggestions or procedures is enclosed from which you may get ideas on how to approach the students, and on how you can lend a hand in keeping them enrolled in your program.

Also, a record sheet is enclosed on which you should record any time spent with the particular student and on which you should record any procedures you may use to encourage the student to get involved at MPTI and to complete their program.

Remember, it is of the utmost importance that the students themselves do not know they are a part of this research project. Keep all materials and correspondence in a place where they can't be observed by students.

Thank you very much for your cooperation. If you have any questions, comments, etc., please call or stop in to see us.

AM:mw

Enclosure

1. - Electronic Servicing
2. - Machine Tooling Technics - WB
3. Secretarial Science - Medical
4. Mechanical Design
5. - Supermarket Management
6. - Mechanical Design
7. - Fashion Merchandising
8. · Auto Mechanics
9. · Data Processing
10. - Industrial Marketing
11. · Engine Technology
12. Engine Technology
13. Clerk Typist
14. - Machine Tooling Technics - WB
15. Office Machine Repair
16. - Auto Mechanics
17. - Machine Tool
18. · Production Welding
19. Food Service
20. - Agricultural Mechanics
21. · Fashion Merchandising
22. - Auto Mechanics
23. · Auto Mechanics
24. - Mechanical Design
25. Clerk Typist - WB
26. · Mechanical Design

27. - Marketing

28. Accounting

29. - Practical Nursing

30. - Secretarial Science

31. - Secretarial Science

32. Office Machine Repair

33. - Accounting

34. - Practical Nursing

35. Machine Tooling Technics - WB

36. Data Processing

37. - Child Care

38. - Practical Nursing

AM:dr
9/23/76

Procedures that may be used to help some of the students identified through the Opinion Questionnaire:

1. Sit down with the person and share a can of pop. Get to know the person and his/her background.

2. Spend five or ten minutes a week talking to the person. See how well they are adapting to MPTI and if they are having any problems.

3. If the individual has school or personal problems, recommend a visit to the school counselors (you might mention to the counselors that you are referring a student to them for help).

4. Encourage students to become involved in school activities, school clubs and organizations available to them.

5. Inquire as to whether or not the person is working while attending school. If he/she is working for more than twenty hours per week, find out if there are any problems scheduling work around their school or class hours. Lend a hand in solving scheduling problems if they exist.

6. Encourage students to become involved in student government.

7. If money problems exist, assist the person in visiting a counselor to obtain financial aid, a work study job, etc. Try to limit any fears they might have about filling out application forms, revealing family income, etc.

8. If an individual is older, disadvantaged, or handicapped, etc., assist them in adapting to the atmosphere at MPTI. Many times an older student doesn't feel that he/she fit in or belong with their younger classmates.

9. When a person leaves school (withdraws), he/she may be unknowingly suggesting to close friends to do the same. If a person who has been identified by the Opinion Questionnaire as a close friend of a recent withdrawal, talk to this student and get their reaction to having his/her friend leave.

If a person who happens to be a driver for other students decides to withdraw, others may follow due to transportation problems. If this case occurs, try to assist in solving the problem.

10. If a student is studying under CBI, inquire as to how well they are adapting to this method of instruction. Do problems exist? How well do they like the method?

AM:dlm
9/7/76

Appendix H (continued)

ATTRITION STUDY - RECORD SHEET

DATE	STUDENT'S NAME	PROCEDURE	LENGTH OF TIME	COMMENTS

APPENDIX I

Appendix I

COMMENTS FROM NON-PERSISTORS ON WHY THEY ARE TERMINATING THEIR TRAINING

1) Lack of money to go on.
2) I feel now that I'm more interested in work than in training.
3) Plan to work on the farm and return in a year or two.
4) Accounting is not what I want to do - it is more technical than what I want. I would rather be working.
5) I only liked parts of this course (Accounting).
6) I don't want to waste any more of the school's time or mine - I'd rather work.
7) I didn't feel Human Relations and General Ed was necessary. Going to become a farmer.
8) Job I have relates with the course that I was taking. My night job was getting me down, I didn't feel like studying much after work on my job. Now I think I can learn a lot by working with servicemen.
9) "More than I can handle" - Problems with Communication Class.
10) Can't work nights and go to school during the day.
11) I like doing body work, but it is a hobby to me. I don't really want to do it full-time.
12) Was in an accident and can't make it all up.
13) It (Child Care Program) didn't fit into my work schedule of the day. Work at 3:30 and my last class ends 3:30.
14) I'm getting married in January. I would like to work now. And I think school would be a pressure while I'm entering into something new.
15) Don't want to go to school anymore. I want to start earning some money. I already have a diploma. I want to be with my boyfriend.
16) My father is in the hospital and needs me to take care of mother, brother, and his business.
17) I don't feel that I would want to hold a job doing this.
18) Lot of the class don't interest me at all. In the wrong field.
19) I wasn't able to do the math.
20) I need money and I need it now.
21) I obtained the right amount of training and feel the course is fulfilled.
22) Unable to cope with academic work. (middle-aged)
23) I would like a higher education.
24) Too hard to get to school. Car of mine isn't very good.
25) I didn't agree with the Competency-Based Education System.
26) Really want Cosmetology (not Marketing).
27) Plan to return to night school.
28) Have too many personal debts that have to be paid at this time.
29) I got a good job, otherwise I would have stayed.
30) I didn't realize it (Medical Records) was dealing with paperwork so much. I want to work with people more.
31) Really didn't feel comfortable here. The help (as far as waiting for help) was terrible. No one wants to help you.
32) Don't like the class, not as interesting as I thought.
33) With a week's experience I thought the program wasn't really a challenge.
34) I injured my back while working and was out a week; made up the work in class and was hoping my back would be okay. Now I have to return to hospital.
35) Too much work. Homework was crammed in for these few days, there were no free periods to study, and it was just too much too soon. Rather than get further behind I feel I might as well stop now, so I get a refund and pay back the money I borrowed.

36) Being a new course (Quantity Foods) it is still in a state of mishap, and I would rather wait until it is time proven, and I have more time.
37) I didn't like the course I was enrolled in.
38) After finding out how welding is used in industry I do not want it for a profession.
39) I'm taking over the farm.
40) Seemed to have hurt my eye from debris (Welding).
41) WIN cancelled his contract.
42) Wasn't what I expected and was just too hard and they went too fast.
43) I have personal problems I have to work out before I do my schooling.

APPENDIX J

VOCATIONAL TECHNICAL INSTITUTE
EARLY LEAVER QUESTIONNAIRE
15. 097.151.227

Appendix J

NAME: _____

ADDRESS: _____

_____ ◀ Write correct name and address here, if label is incorrect

_____

DIRECTIONS: Please circle one correct number of your choice or fill in the blank as indicated. If more space is needed to comment on a question or answer it more completely, please write in the margin or wherever else (on the back of the sheet) there is room.

1. How old are you right now? _____ Yrs. old.

2. Sex
   1. male
   2. female

3. Marital status while at school:
   1. Single
   2. Married
   3. Divorced
   4. Separated
   5. Widowed

4. Please indicate your present status:
   1. Employed full-time
   2. Employed part-time
   3. In military service
   4. Homemaker
   5. Attending a college or university full-time
   6. Attending a technical institute full-time
   7. Seeking employment
   8. Other (please specify) _____

5. Was transportation a major problem while you were attending school?
   1. No
   2. Yes (please explain) _____

6. Were you making car payments while attending school?
   1. Yes
   2. No

7. While attending vocational, technical school did you:
   1. Stay at home and commute less than 15 miles one way
   2. Stay at home and commute over 15 miles one way
   3. Rent a room in the technical school's area
   4. Rent an apartment in the school's area
   5. Other (please explain) _____

8. Were you employed while attending school?
   1. No
   2. Yes, workstudy job at school
   3. Yes, less than 20 hours per week
   4. Yes, between 20 hours and 30 hours per week
   5. Yes, more than 30 hours per week

9. Did financial reasons cause you to leave school?
   1. No
   2. Yes (please explain)_____
   _____

10. If finances were a problem why did you not seek financial aid?
   1. I did but was turned down
   2. Did not know it was available
   3. Process too complicated
   4. Must give too much private information
   5. Other (please specify)_____
   _____

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?
   1. Yes
   2. No (please explain)_____
   _____

12. Did you enroll in the program which you originally wanted?
   1. Yes
   2. No, I was counseled into another one
   3. No, my first choice was filled
   4. No, (other)_____
   _____

13. Do you feel you were forced to take courses you had no need for?
   1. No
   2. Yes (which ones)_____
   _____
   _____
   _____

14. When you began school, were you able to take the courses you wanted?
   1. Yes
   2. No (if not, why not?)_____
   _____

15. When you began school, were you able to get the time schedule of classes you wanted?
   1. Yes
   2. No (if not, why not?)_____
   _____

16. When you began school did the classes meet your expectations?
    1. Yes
    2. No, they were tougher
    3. No, they were easier
    4. No, but the reasons are varied
    5. No (please explain)_____
    _____

17. Please circle all the students organizations you participated in while in Technical school:
    1. None
    2. Departmental club
    3. Student Governing Board
    4. Other_____
    _____
    _____
    _____
    _____

18. Why did you enroll in Vocational, Technical school?
    1. Parents forced me to go
    2. Counselor directed me
    3. Friends talked me into it
    4. Could not find a job and decided school was a good alternative
    5. Wanted skills to get a job
    6. Wanted a degree in the program I enrolled in
    7. Was not sure what I wanted to do so thought I would try school
    8. Other (please specify)_____

19. Did you have any goal in mind when you entered Tech?
    1. No
    2. Yes, an associate degree
    3. Yes, a 2 yr. diploma
    4. Yes, a 1 yr. diploma
    5. Yes, to get the courses I needed to get a job
    6. Other (please specify)_____
    _____

20. If there is one reason you could pick for leaving school early, what whould it be?
    _____
    _____
    _____

21. Do you wish you could have remained in school?
    1. Yes
    2. No

22. I would have remained if I had:
    1. more counseling
    2. better counseling
    3. more help with my problems
    4. better schedule
    5. better classes
    6. better instructors
    7. financial aid
    8. different method of instruction (please explain)
    _____
    _____
    9. Other (please specify)_____
    _____

23. Do you think the faculty & staff tried to help you stay in school?
    1. Yes
    2. Yes, but not very much
    3. No
    4. No, I was just another number
    5. Other (please specify)_____
    _____

24. Do you plan to attend this school or any other in the near future?
    1. Yes, this technical school
    2. Yes, another technical school
    3. Yes, a university or community college
    4. No

25. What do you think of the Vocational, Technical school?
    1. Too much like high school (please explain)_____
    _____
    2. Too big and confusing
    3. Just right
    4. Did not meet my needs (please explain)_____
    _____
    5. Other (please specify)_____
    _____

26. Did you get what you wanted from this school?
    1. Yes
    2. No (if not, please explain what you wanted and why you did not get it)_____
    _____
    _____
    _____

27. What could this school do to offer better services to you?

    _____

    _____

    _____

    _____

28. Please list all the courses you took and then rate them on the scale to the right by circling the appropriate number.

COURSE TITLE	EXCELLENT		AVERAGE		POOR
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

29. Please take a few minutes and write down anything you think was not asked but should be commented on.

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU: Your assistance is greatly appreciated. If you believe you could assist us more by coming in and explaining in person what problems caused you to leave, please make an appointment and do so.

APPENDIX K

VOCATIONAL TECHNICAL INSTITUTE QUESTIONNAIRE
15. 097.151.227

DATE: _____

Appendix K

NAME _____

ID # _____

PROGRAM _____

SEMESTER _____

DIRECTIONS: Please circle one correct number of your choice or fill in the blank as indicated. If more space is needed to comment on a question or answer it more completely, please write in the margin or on the back of the sheet.

1. How old are you right now? _____ Yrs. old.

2. Sex
   1. male
   2. female

3. Marital status
   1. single
   2. married
   3. divorced
   4. separated
   5. widowed

4. PLEASE DO NOT ANSWER
   6. Attending a technical institute full-time/part-time

5. Is transportation a major problem while you are attending school?
   1. Yes
   2. No

6. Are you making car payments while attending school?
   1. Yes
   2. No

7. While attending vocational, technical school do you:
   1. Stay at home and commute less than 15 miles one way
   2. Stay at home and commute over 15 miles one way
   3. Rent a room in the technical school's area
   4. Rent an apartment in the school's area
   5. Other (please explain) _____

8. Are you employed while attending school?
   1. No
   2. Yes, workstudy job at school
   3. Yes, less than 20 hours per week
   4. Yes, between 20 hours and 30 hours per week
   5. Yes, more than 30 hours per week

9. Since entering this school have you encountered any financial problems?
   1. No
   2. Yes (please explain)_____
      _____

10. If finances are a problem have you sought financial aid?
    1. Yes, and I am now receiving financial aid.
    2. I did but was turned down
    3. Did not know it was available
    4. Process too complicated
    5. Must give too much private information
    6. Other (please explain)_____
       _____

11. Do you feel you had enough knowledge about this school to make a good choice of programs at time of enrollment?
    1. Yes
    2. No (please explain)_____
       _____

12. Did you enroll in the program which you originally wanted?
    1. Yes
    2. No, I was counseled into another one
    3. No, my first choice was filled
    4. No, (other)_____
       _____

13. Do you feel you were forced to take courses you had no need for?
    1. No
    2. Yes (which ones)_____
       _____
       _____
       _____

14. When you began school, were you able to take the courses you wanted?
    1. Yes
    2. No (if not, why not?)_____
       _____

15. When you began school, were you able to get the time schedule of classes you wanted?
    1. Yes
    2. No (if not, why not?)_____
       _____

16. When you began school did the classes meet your expectations?
    1. Yes
    2. No, they were tougher
    3. No, they were easier
    4. No, but the reasons are varied
    5. No (please explain)_____
    _____

17. Please circle all the students organizations you now participate or have participated in while in Technical school:
    1. None
    2. Departmental club
    3. Student Governing Board
    4. Other (specify)_____
    _____
    _____
    _____

18. Why did you enroll in Vocational, Technical school?
    1. Parents forced me to go
    2. Counselor directed me
    3. Friends talked me into it
    4. Could not find a job and decided school was a good alternative
    5. Wanted skills to get a job
    6. Wanted a degree in the program I enrolled in
    7. Was not sure what I wanted to do so thought I would try school
    8. Other (please specify)_____

19. Did you have any goal in mind when you entered Tech?
    1. No
    2. Yes, an associate degree
    3. Yes, a 2 yr. diploma
    4. Yes, a 1 yr. diploma
    5. Yes, to get the courses I needed to get a job
    6. Other (please specify)_____
    _____

20. If there is one reason you could pick for leaving school early, what would it be?_____
    _____
    _____

21. Do you hope to remain in school and graduate?
    1. Yes
    2. No

22. If I could pick ONE reason to withdraw from school it would be because of need for:
    1. more counseling
    2. better counseling
    3. more help with my problems
    4. better schedule
    5. better classes
    6. better instructors
    7. financial aid
    8. different method of instruction (please explain)
    _____
    _____
    9. Other (please specify)_____
    _____

23. Do you think the faculty & staff try to help you stay in school?
    1. Yes
    2. Yes, but not very much
    3. No
    4. No, I am just another number
    5. Other (please specify)_____
    _____

24. Do you plan to attend this school or transfer to any other in the near future?
    1. Yes, this technical school
    2. Yes, another technical school
    3. Yes, a university or community college
    4. No

25. What do you think of this Vocational, Technical school?
    1. Too much like high school (please explain)_____
    _____
    2. Too big and confusing
    3. Just right
    4. Does not meet my needs (please explain)_____
    _____
    5. Other (please specify)_____
    _____

26. Do you get what you want from this school?
    1. Yes
    2. No (if not, please explain what you wanted and why you did not get it)_____
    _____
    _____

27. What could this school do to offer better services to you?
    _____
    _____
    _____
    _____

28. Please list all the courses you are taking and then rate them on the scale to the right by circling the appropriate number.

COURSE TITLE	EXCELLENT		AVERAGE		POOR
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

29. Please take a few minutes and write down anything you think was not asked but should be commented on.

_____

_____

_____

_____

_____

_____

THANK YOU: Your assistance is greatly appreciated. If you think you would like to explain any of your answers or ask any questions about this questionnaire please feel free to do so by contacting the Research Department.